DOCUMENT RESUME

ED 124 607 UD 016 054

AUTHOR	Brown, Frank N., Ed.
TITLE	State of Wisconsin Annual Evaluation Report, Title 1 Elementary and Secondary Education Act of 1965. Fiscal Year 1975.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE	[75]
NOTE	149p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Academic Achievement; *Annual Reports; *Elementary Secondary Education; Federal Programs; Kindergarten; *Preschool Education; Preschool Programs; Program Administration; Program Descriptions; Program Evaluation; Pupil Personnel Services; Remedial Instruction; School District Spending; *State Programs; Statistical Data
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; *Wisconsin

ABSTRACT

Although the Elementary Secondary Education Act Title I allocation which Wisconsin districts were authorized to receive in Fiscal Year 1975 only represented 48% of the maximum allocation, it was 28% greater than the allocation authorized in the previous fiscal year. Most school districts received allocations under 50,000 dollars. Over one-half of the 378 school districts which offered Title I programs participated in cooperative Title I programs. Some 53,157 children participated in Title I programs; 28 percent of the Title I participants were preschool or kindergarten children, 59 percent were first through fourth graders, 11 percent were fifth through eleventh graders, and two percent were upgraded or in ninth through twelfth grades. More than 75 percent of the children participating in Title I only took part in a regular year project, 12 percent only participated in a summer project, and another 12 percent took part in both a regular year and a summer project. Approximately 88 percent of the Title I dollar was used for instructional, rather than supportive services. English reading, mathematics, preschool, and kindergarten programs accounted for 81 percent of the monies spent on instructional activities during the regular year, and for 68 percent of the monies spent on instructional activities in the summer. Most Title I expenditures also occurred during the regular school year. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED124607

STATE OF WISCONSIN

ANNUAL EVALUATION REPORT
TITLE I

Elementary and Secondary
Education Act of 1965
Fiscal Year 1975

Issued by:
Dr. Barbara Thompson, State Superintendent
Wisconsin Department of Public Instruction

Prepared by: Title I Unit, Division of Instruction Services

Robert C. Van Raalte, Assistant Superintendent
Frank N. Brown, Program Administrator
Doris Cook, Area Consultant
Walter Burkholder, Area Consultant
Clem Baime, Area Consultant
Gail Krc, Evaluator

UD 016 054

ACKNOWLEDGEMENTS

In addition to the local school district Title I staff who supplied the original evaluation reports that were the primary source of data, the assistance of the following persons within the Department of Public Instruction should be acknowledged:

Mr. Frank Brown - The Title I administrator who reviewed the report and provided much of the data pertaining to the Title I allocations.

Mrs. Doris Cook, Mr. Walter Burkholder, Mr. Clem Baime - Title I program consultants whose opinions were helpful in interpreting the data on program design.

Mrs. Connie Krebsbach - Who typed the report and assisted in editing the questionnaires submitted by local school districts.

Mrs. Karan Knutson - Who assisted in proofreading the report.

Janice Wiersma, Julia House, Judy George - Members of the data processing staff who assisted in keypunching, card sorting and data processing.

Will Ashmore, Frank Evans - DPI evaluation consultants who made suggestions on the final copy.

TABLE OF CONTENTS

SECTION		PAGE
	ACKNOWLEDGEMENTS	i
	LIST OF TABLES	iii
	LIST OF FIGURES	viii
	SUMMARY	1
	INTRODUCTION	10
I.	DESCRIPTION OF TITLE I PROGRAMS	14
	Title I Allocations to Wisconsin School Districts	14
	Title I School Districts	16
	Title I Children	19
	Title I Staff and Volunteers	30
	Activities and Services Offered to Children	35
II.	EVALUATION OF PROGRAM OPERATION	42
	Needs Assessment and Target Area Selection	42
	Size and Scope of Programs	48
	Services to Children in Private Schools	57
	Services to Children in Institutions for Neglected and Delinquent Children	64
	Staff Inservice Training	65
	Parent Involvement	67
	Evaluation of Project Effectiveness	72
III.	EVALUATION OF STUDENT ACHIEVEMENT	75
	Methodology	76
	Data Analysis	77
	Limitations of Findings	80
	Findings	88
IV.	RECOMMENDATIONS	105
APPENDICES		
I.	REPORTING FORMS	110
	Evaluation Form	110
	Needs Assessment Form	126
	Application for Grant, Section II	130
II.	BASIC STATE STATISTICS 1965-1975	134
III.	TITLE I ALLOCATION FACTORS	135
	Number of Children Counted for Wisconsin Title I Allocations	135
	Maximum and Authorized Part A Grants	137
	Percentage of Maximum Allocation Authorized	138
IV.	INFORMATION ON PRIOR RATE AND SAMPLE SELECTION	139

LIST OF TABLES

TABLE		PAGE
1.	Wisconsin Title I Allocations Authorized for Fiscal Years 1966-1976 Inclusive	14
2.	Title I Eligible and Participating Wisconsin School Districts, Fiscal Year 1975	16
3.	Wisconsin Title I School Districts by Enrollment Category and Total Number of Children Enrolled, Fiscal Year 1975	19
4.	Title I Target Area Residents and Program Participants in Wisconsin, Fiscal Year 1975	21
5.	Pre-School Through Fourth Grade Students as Percentage of All Title I Participants, Fiscal Years 1968-1975 Inclusive	22
6.	Number and Percentage of School Districts and Title I Children by Time of Project Attendance, Fiscal Year 1975	24
7.	Percentage of Cooperative and Independent School Districts by Type and Number of Children Served, Fiscal Year 1975	26
8.	Wisconsin Title I Participants by Grade Level and Time of Participation, Fiscal Year 1975	27
9.	Percentage of Wisconsin Public School Enrollment and Percentage of Title I Participants by Ethnic Category, Fiscal Year 1975	28
10.	Teachers and Teacher Aides as Percentage of Total Salaried Staff, Fiscal Years 1969-1975 Inclusive	31
11.	Title I Salaried Staff by Job Classification and Time of Employment, Fiscal Year 1975	33
12.	Volunteers as Percentage of Total Title I Staff, Fiscal Years 1969-1975	34
13.	Instructional Services Offered by at Least Ten Percent of Title I School Districts, Fiscal Year 1975	36
14.	Percentage of School Districts Offering Each Supportive Service in Comparison to the Percentage of Supportive Service Expenditures Accounted for by Each Phase, Fiscal Year 1975	37
15.	Statistical Summary of Title I Instructional Services, Fiscal Year 1975	40

List of Tables (Continued)

TABLES		PAGE
16.	Statistical Summary of Title I Supportive Services, Fiscal Year 1975	41
17.	Sample School Districts Assessing Student Needs Per Category, Fiscal Year 1975.	44
18.	Number of Sample District Students in Need of Service Compared to Number Receiving Service Per Category, Fiscal Year 1975.	44
19.	Ranking of Student Needs and Project Services in Sample Districts, Fiscal Year 1975.	47
20.	Hours of Service Provided Per Service Area, Fiscal Year 1975.	49
21.	Percent of Title I Children Receiving Instructional and Supportive Services, Fiscal Year 1975.	52
22.	Percentage of Districts or Projects Offering Supportive Services, Fiscal Years 1968-1974 and 1974-1975.	54
23.	Pupil-Teacher and Pupil-Staff Ratios by Instructional Activity and Project Type, Fiscal Year 1975.	55
24.	Pupil-Staff Ratios by Supportive Service and Project Type, Fiscal Year 1975.	56
25.	Wisconsin Non-Public Title I Participants by Grade Level and Time of Participation, Fiscal Year 1975	59
26.	Number and Percent of Educationally Deprived Public and Non-Public Children Identified in Sample Title I School Needs Assessment Reports, Fiscal Year 1975.	60
27.	Comparison of Public and Non-Public Participants Per Service Area, Fiscal Year 1975.	63
28.	Number and Percent of Title I Neglected and Delinquent Children by Type of Project, Fiscal Year 1975.	64
29.	Number of Title I Neglected and Delinquent Children Per Service Category, Fiscal Year 1975.	65
30.	Number and Percent of Title I Staff Receiving Title I Funded Inservice Training, Fiscal Year 1975.	66
31.	Expenditures for Title I Funded Inservice Training, Fiscal Year 1975	67
32.	Number of Title I School Districts by Type of Parent Council, Fiscal Year 1975.	68

List of Tables (Continued)

TABLES		PAGE
33.	Number of Parent Advisory Council Members by Project Type, Fiscal Year 1975	69
34.	Number of Title I School Districts by Number and Type of Parent Council Members, Fiscal Year 1975	70
35.	Number of Title I School Districts by Number and Type of Parent Advisory Council Meetings, Fiscal Year 1975	71
36.	Number of Title I School Districts by Percent of Time Devoted To Parent Council Activities, Fiscal Year 1975	71
37.	Percent of Local Evaluation Reports by Date of Submittal to State Title I Office, Fiscal Year 1975	74
38.	Number of Students Served Compared to Scores Reported by Grade Level for Grade Equivalent Sample, Fiscal Year 1975.	82
39.	Number of Students Served Compared to Scores Reported by Grade Level for Stanine Sample	82
40.	Number of Students Served Compared to Scores Reported by Strata for Strata Sample.	82
41.	Number and Percent of Reading and Mathematics Scores Reported by Test Name, Fiscal Year 1975	83
42.	Percent of Districts Administering Pre and Post Tests by Time of Testing Fourth-Sixth Grade Reading Students, Fiscal Year 1975	85
43.	Prior and Project Rate Means and Confidence Levels for Means by Grade Level, Reading Sample, Fiscal Year 1975	89
44.	Analysis of Mean Difference Between Prior and Project Grade Equivalent Rates by Grade Level, Reading Sample, Fiscal Year 1975	90
45.	Lowest Achieving Reading Sample Students by Rate of Grade Equivalent Gain During the Project Period, Fiscal Year 1975...	91
46.	Prior and Project Rate Means and Confidence Levels for Means by Enrollment Stratum, Reading Sample, Fiscal Year 1975.	91
47.	Analysis of Mean Difference Between Prior and Project Grade Equivalent Rates by Stratum, Reading Sample, Fiscal Year 1975.	92
48.	Number and Percent of 1st-3rd and 7th-12th Grade Reading Sample Students by Years of Participation in Title I, Fiscal Year 1975.	92

List of Tables (Continued)

TABLES		PAGE
49.	Comparison of Estimated and Expected Placement of Grades 2-3 and 7-10, Reading Sample Students, Fiscal Year 1975	94
50.	Number and Percent of Fifth and Sixth Grade Reading Sample Students by Stanine Gain or Loss and Test Type, Fiscal Year 1975.	97
51.	Prior and Project Rate Means and Confidence Intervals for Means by Grade Level, Mathematics Sample, Fiscal Year 1975.	99
52.	Analysis of Mean Difference Between Mathematics Sample Students' Prior and Project Grade Equivalent Rates Per Grade Level, Fiscal Year 1975.	100
53.	Lowest Achieving Mathematics Students by Project and Prior Rates of Grade Equivalent Gain, Fiscal Year 1975.	100
54.	Prior and Project Rate Means and Confidence Intervals for Means by School District Enrollment Size, Mathematics Sample, Fiscal Year 1975	101
55.	Analysis of Mean Difference in Prior and Project Rates by School Enrollment Size, Mathematics Sample, Fiscal Year 1975	101
56.	Number and Percent of Mathematics Sample Students by Years of Project Participation, Fiscal Year 1975	102
57.	Comparison of Estimated and Expected Grade Equivalent Scores at Pre Test and at Beginning of FY 1976 School Year by Grade Level, Mathematics Sample, Fiscal Year 1975	103

LIST OF FIGURES

FIGURE		PAGE
1.	Eligible Wisconsin School Districts Not Participating In Title I by Enrollment Size, Fiscal Year 1975	16
2.	Percentage of Wisconsin Title I Districts In Cooperative Projects, Fiscal Years 1968-1975 Inclusive	17
3.	Size of Wisconsin Title I Cooperative Projects, Fiscal Year 1975.	18
4.	Estimated Number of Children Residing In Title I Target Areas, Fiscal Year 1975	20
5.	Percentage of Wisconsin School Children Participating in Title I, Fiscal Years 1966-1975 Inclusive.	21
6.	Wisconsin Title I Participants by Grade Level Groupings, Fiscal Year 1975.	22
7.	Percentage of Summer School Students Continuing From a Regular Year Project, Fiscal Years 1969-1975 Inclusive	24
8.	Title I Salaried Staff by Employment Classification, Fiscal Year 1975	30
9.	Percentage of Title I Expenditures for Instructional and Supportive Services, Fiscal Year 1975.	35
10.	Expenditures for Instructional Services, Fiscal Year 1975.	36
11.	Expenditures for Supportive Services, Fiscal Year 1975	38
12.	Local School Districts Use of the Title I Dollar	39
13.	Percentage of Needy Children in Sample Districts Receiving Title I Services, Fiscal Year 1975	46
14.	Non-Public School Children as Percent of Title I Participants, Fiscal Year 1975	57
15.	Percentage of Non-Public Students In Title I population and In Total Wisconsin School Population, Fiscal Years 1966-1975 Inclusive.	58
16.	Percentage of Title I School Districts by Location of Services to Non-Public School Children, Fiscal Year 1975.	61

List of Figures (Continued)

FIGURES PAGE

17. Percentage of Title I School Districts by Time of Service to Non-Public Students, Fiscal Year 1975 62

18. Percent of FY 1975 Sample Reading Students Gaining at an Expected Rate (.10 Grade Equivalent Per Month) 88

19. Percent of 1st-3rd and 7th-12th Grade Reading Sample Students Gaining .10 G.E. Per Month by Years of Title I Participation, Fiscal Year 1975. 93

20. Comparison of Discrepancy Between Reading Sample Students Expected and Estimated Grade Equivalent Scores at the Start of the Title I Project and at the Beginning of the Next (FY 1977) School Year 95

21. Percent of Fourth Grade Reading Sample Students by Post Test Stanine and Test Type, Fiscal Year 1975 96

22. Percent of FY 1975 Mathematics Sample Students Gaining .10 Grade Equivalent Per Month by Grade Level 98

23. Percentage of Mathematics Sample Students Gaining .10 Grade Equivalent Per Month by Years of Project Participation, Fiscal Year 1975. 102

24. Comparison of Discrepancy Between Expected and Estimated Grade Placement of Mathematics Sample Students at the Start of the Title I Project and at the Beginning of the Next School Year. . 104

SUMMARY

Description of Title I Programs

Although the Title I allocation which Wisconsin districts were authorized to receive in FY 1975 only represented 48% of the maximum allocation, it was 28% greater than the allocation authorized in the previous fiscal year (1974).[1] Most school districts received allocations under $50,000 in FY 1975.

Over half of the 378 school districts which offered Title I programs participated in cooperative Title I programs - thus continuing the trend toward an increasing participation in cooperative projects. The 53,137 children who participated in Title I programs in FY 1975 represented approximately 13% of the children who resided in Title I target areas, and almost 5% of all the children enrolled in Wisconsin public and non-public schools. For the first time since 1967, the percent of children participating in Title I was greater than it had been during the previous fiscal year.

Twenty-eight percent (28%) of the Title I participants were pre-school or kindergarten children, 59% were 1st-4th graders, 11% were 5th-11th graders, and 2% were ungraded or in 9th-12th grade. The percent of pre-school through 4th grade participants, which had shown a steady increase since 1968, declined by 1% from the 87% reported in FY 1974.

---

[1] A, B Incentive, and C Grants were included in the allocations mentioned. Districts receive only a portion of the maximum allocation because Congress does not appropriate the maximum allocation.

More than 75% of the children participating in Title I during FY 1975 only took part in a regular year project, 12% only participated in a summer project, and another 12% took part in both a regular year and a summer project. Slightly over half (52.1%) of the summer school students had been enrolled in the regular year Title I project offered in their school district.

The incidence of minority group students in the Title I population (approximately 25%) exceeded the incidence of minority group students in the total population of Wisconsin public schools (7%). In addition to achieving below expected performance levels, approximately 1,000 of the Title I participants were school dropouts, 868 were residing in an institution for neglected and delinquent children, and 305 were participating in the state funded compensatory education program for educationally disadvantaged children with economic and social needs.

As a result of state mandated services for handicapped children, the number of handicapped children served by Title I showed a marked decline in FY 1975. Although the FY 1975 Title I applications showed that districts estimated they would be serving over 3,000 handicapped children, the end-of-the-year evaluation reports showed less than 1,000 handicapped children were actually served.

Teachers and teacher aides represented approximately 80% of the salaried staff working in FY 1975 Title I projects. The proportion of staff represented by teacher aides (37%), was the highest report since 1969 when the statistic was first calculated. Districts also maintained a high ratio of volunteer staff in FY 1975. The 1,838 volunteers reported represented 27% of the total staff working in Title I programs.

Approximately 88% of the Title I dollar was used for instructional, rather than

supportive, services in FY 1975. English-reading, mathematics, pre-school, and kindergarten programs accounted for 81% of the monies spent on instructional activities during the regular year, and for 68% of the monies spent on instructional activities in the summer. Most Title I expenditures also occurred during the regular school year. Instructional expenditures during the summer represented only 9% of all instructional expenditures, and supportive service expenditures in the summer only accounted for 8% of the total expenditures for supportive services. Analysis of the statewide expenditure reports (OE form 43.19) submitted for fiscal years 1967-1973, indicated that approximately 71% of the local school districts Title I expenditures were for instructional salaries. Teaching supplies and support services for students claimed another 17%, and the remaining 12% went for facilities, transportation, and administration.

Evaluation of Program Operation

Target Area Selection and Needs Assessment

The percent of Title I eligible elementary schools which operated a Title I project (91%), far exceeded the proportion of eligible junior high schools (18%) or senior high schools (9%) which operated projects in FY 1975.

A comparison of the needs assessment and evaluation reports submitted by a sample of local school districts showed that the pattern of services offered to children agreed with the type of student needs identified in these districts. As was expected, the number of students served was far less than the number who were identified as being in need. The number of students served in reading represented approximately 55% of the students identified as being in need of reading services, the number of students receiving math represented 39% of the number identified as needing math, the number of students receiving social

services represented 47% of the number needing social services, and the number of students receiving health services represented only 3% of the number needing health services. However, the number of students receiving psychomotor skill instruction exceeded the number of students reported in need of this service. This was felt to be due to the omission of pre-school students from the needs assessment, rather than to the fact that students who were not in need were served. While the pattern of non-public student needs did not appear to differ from the pattern of public student needs, the percent of non-public needy children receiving service was found to be less than that of public school children in all of the service/need categories.

Size and Scope of Services

Analysis of the size and scope of Title I projects indicated that the typical Title I elementary school child received approximately 2 1/2 hours of Title I reading and/or mathematics instruction per week for 34.8 weeks during the regular year (and/or 8 1/2 hours per week for 5.5 weeks during the summer). The "typical" pre-school or kindergarten child received approximately 3 hours each week during the regular school year (and/or approximately 9 1/2 hours each week in the summer). Analysis of the pupil-teacher ratios in comparison to the total hours of Title I instruction which districts reported children received, indicated that small group instruction (and/or the time which students spent with teacher aides) were included in the total number of hours of Title I instruction.

Services to Non-Public Students

The 2,920 non-public school children who were served in FY 1975 projects re-

presented 12.7% of the summer Title I population, 5.4% of the regular year Title I population, and 5.5% of the total Title I population. Since a sample of local school district needs assessment reports indicated that non-public students represented approximately 10% of the educationally deprived children residing in Title I target areas, the proportion of non-public participants in the total Title I population (5.5%) was less than would be expected.

Over half (64%) of the districts serving non-public students served them in the public school, 29% served them in the non-public school, 3% served them in their homes, 1% used mobile classrooms, and 3% served them in other locations.

Most non-public children were served during normal school hours. Only 4% of the districts serving non-public students reported serving children after regular school hours or on the weekends.

Although the type of services offered to non-public students during the regular year were very similar to those offered to public school children, during the summer the percent of non-public students receiving art or music, business education, cultural enrichment, physical education/recreation, and transportation was less than the percent of public school students receiving these services. However, the proportion of non-public students receiving library services and English-reading in the summer was greater than the proportion of public students receiving these services.

Services to Neglected and Delinquent Students

Approximately 73% of the 1,195 neglected and delinquent children counted for local school district Title I allocations participated in a Title I project. All of the neglected and delinquent children who were served participated in

a yearlong project; and they all received instructional, rather than supportive, services.

Staff Training

School districts reported that 68% of the regular year teachers and aides and 27% of the summer school teachers and aides received inservice training funded by Title I. Since only 20% of the teachers and aides working in the summer programs had also worked in regular year projects, most summer school staff apparently did not receive any Title I funded inservice training. Approximately 32.7 hours of inservice training were offered per participant in the regular year, and approximately 19.4 hours of inservice training were offered per participant in the summer.

Parent Involvement

In FY 1975, 63% of the Title I school districts reported having both district-wide and individual school parent advisory councils (PACs). Forty-nine percent of the voting members of these councils were parents of Title I children. The next most frequent PAC member was a parent of a child eligible for, but not participating in, a Title I program. Local districts reported having an average of 5 PAC meetings per year. Districts that were members of a cooperative Title I program also reported attending an average of 3 meetings for the cooperative PAC. The most frequently reported activities of PAC meetings were: providing parents with information on the Title I guidelines/regulations, describing the operative Title I project, and evaluating the operative Title I project.

School District Evaluation Reports

A review of the narrative evaluation reports submitted by local school districts indicated several factors which made it difficult to interpret the results reported.

Evaluation of Student Achievement

Limitations

The evaluation of student achievement was found to be limited by inadequate sample response for 11th-12th grade reading students and 10th-12th grade mathematics students, lack of consistency in the type of tests used by local districts, and probable data analysis errors in computing the prior rate of gain shown by students and in transforming test scores for the Anchor test norms. Districts' use of test levels designed for children in lower grade levels, and the administration of tests well before the start of the project (or long after the end of the project) also limited the findings reported. Since the Anchor norms were Spring norms, the pre-test placement of 5th-6th grade students tested in the Fall may have been lower than the Anchor scores would indicate. The inflated pre test scores may have reduced the likelihood that students would show marked pre-post test gains in stanine placement.

Reading Achievement

Analysis of the mean difference between 2nd-3rd and 7th-10th grade reading sample students prior and project rate of grade equivalent gain showed the project rate of gain to be greater than the prior rate at the .05 signifi-

cance level. Since the sample response for grades 11 and 12 was inadequate, scores from these grades were not analyzed separately. Although 68% of all Title I sample students in 1st-3rd and 7th-12th grade gained .10 or more grade equivalent per month during the project period, only second grade students made sufficient gains to indicate that they would be at or close to the expected grade equivalent score at the beginning of the next (FY 1976) school year. Since the second grade sample students were only slightly behind their expected grade equivalent scores at the start of the project, they had to show less gain to reach their expected scores at the beginning of the next school year. However, since the discrepancy between the estimated and expected grade placements was reduced more in grades 3 and 7-10 than it was in grade 2, the Title I reading programs in these grades apparently were as effective as the programs in 2nd grade.

Although the size of enrollment in the 1st-3rd and 7th-12th grade reading sample students' school districts and the number of years of Title I participation were considered, neither of these factors appeared to be strongly related to the percentage of students showing expected gains during the project period.

The Anchor test norms were used to analyze the stanine placement of 4th-6th grade students. The 4th grade total reading scores showed 82% of the students scoring at an average or above average placement (stanines 9-4). Comprehension scores showed 73%, and vocabulary scores showed 89%, to be at or above average placement at the end of the project period.

In grades 5-6, maintenance of the same stanine was set as the criterion for expected progress. Seventy-five percent of the 5th grade students showed expected progress in reading comprehension and 83% showed expected progress in

vocabulary. Total reading scores were not analyzed for 5th grade due to inadequate sample size.

In sixth grade, 60% of the students showed expected progress in vocabulary, 95% showed expected progress in reading comprehension, and 82% showed expected progress in total reading.

Mathematics Achievement

Analysis of the mean difference between 2nd-8th grade mathematics sample students' prior and project rate of grade equivalent gain, showed the project rate of gain to be greater than the prior rate of gain at the .05 significance level. Since the sample response for grades 9-12 was too small to adequately represent the students served, the scores of students in these grades were not analyzed separately.

Although 70% of the mathematics sample students made expected or greater than expected gains during the project period (gaining .10 or more grade equivalent per month), only in the cases of 2nd-4th grade were these gains sufficient to indicate that Title I children would be at or close to their expected grade placement at the beginning of the next (FY 1976) school year. Since the 5th-8th grade students were further behind their expected grade placement at the start of the project, the gains which they made were not sufficient to indicate that they would be close to expected grade placement at the start of the next school year. However, since the discrepancy between 5th-8th grade students estimated and expected grade placement was reduced as much or more than it was in the lower grade levels, Title I mathematics programs were apparently as effective in the upper grade levels as they were in the lower grade levels.

INTRODUCTION

Federal education monies under Title I of the Elementary and Secondary Education Act have been allocated to Wisconsin School Districts to fund compensatory education programs since 1965. These programs, planned by local public school personnel in conjuction with parent advisory council members, non-public school personnel, and community representatives, are designed to meet the special educational needs of disadvantaged children. Title I, ESEA monies are specifically earmarked to meet those educational needs of disadvantaged students which cannot be met through State, local, or other federal resources. The services provided to children are to be above and beyond those normally available to all children in the school district, and should be of sufficient size, scope and quality to give reasonable promise of meeting the priority needs of identified Title I children.

Since the expectations for student academic performance vary from school district to school district, it is the local school district's responsibility to identify a population of educationally disadvantaged children. Those children who fail to meet school district standards for academic performance are classified as being educationally disadvantaged. The school district then surveys the needs of these children, and designs a program to meet the needs which cannot be met through other State, local, or federal resources.

Title I projects are planned and evaluated each year. This report has been prepared to fulfill the state agency's responsibility for reporting on the effectiveness of Title I projects. The following references describe the nature of this responsibility.

Application

A local educational agency may receive a grant under this title for any fiscal year only upon application therefore approved by the appropriate state educational agency, upon its determination,...,

(2) that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this title; and

(3) that the State educational agency will make to the Commissioner (A) periodic reports (including the results of objective measurements required by section 141(a)(6) and of research and replication studies) evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of educationally deprived children, and (B) such other reports as may be reasonably necessary to enable the Commissioner to perform his duties under this title (including such reports as he may require to determine the amounts which the local educational agencies of that State are eligible to receive for any fiscal year), and assurance that such agency will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(Part D General Provision Section 142(2)(3)

Provision for Measurement of Educational Achievement and Evaluation of Programs

Each application by a State or local educational agency or by the Department of the Interior shall describe the procedures and techniques to be utilized in making at least annually an evaluation of the effectiveness of its program under Title I of the Act in meeting the special educationally needs of educationally deprived children, including appropriate objective measurements of educational achievement.

The measurement of educational achievement under such a program shall include the measuring or estimating of educational deprivation of those children who will participate in the program and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm. The type of measurement used by a local educational agency should give particular regard to the requirement that the State educational

agency report to the Commissioner on the effectiveness of the programs in that State in improving the educational achievement of educationally deprived children.

The evaluation of programs and projects should, consistent with the nature and extent of participation by children enrolled in private schools, be extended to such participation.

Each application by a State educational agency shall contain an assurance that it will make periodic reports to the Commissioner evaluating the effectiveness of the programs and projects of State and local educational agencies, and the use by such educational agencies of grants under Title I of the Act, in improving the educational attainment of eudcationally deprived children. Such reports shall include the results of objective measurements of educational achievement under the programs of the several participating educational agencies with particular reference to progress made toward meeting the special educational needs of educationally deprived children.

(Compiled from Federal Registers Volume 32, Volume 33, Volume 36, and Volume 37, 45 Code of Federal Regulations, Sections 116.22 and 116.31(f))

Reports by State Educational Agencies

(a) Annual Evaluation Report. Following the close of each fiscal year and no later than November 15 of the next fiscal year, the State educational agency shall submit to the Commissioner a report evaluating the effectiveness of programs and projects under Title I of the Act in meeting the special educational needs of participating children during the fiscal year, including programs conducted by that agency for migratory children of migratory agricultural workers or migratory fishermen. These reports shall include information on the types of educational and supportive services provided, parental involvement, the participation of public and private school children, number and categories of staff employed, the nature and extent of the inservice training provided, a summary of the results of objective measurements of changes in the educational attainment of educationally deprived children who participated in programs and projects, and the results of research and replication studies conducted in the State pertaining to programs for educationally deprived children. In addition to the State annual evaluation report required by this paragraph, each State shall submit evaluation reports for two local educational agencies, including one for a local educational agency whose allocation for funds under Title I of the Act for the current fiscal year is among the five highest in the State.

(From Federal Register Volume 40, Number 48, 45 Code of Federal Regulations Section 116.7)

Most of the information used to prepare this report was taken from the annual evaluation reports submitted by local school districts.[1] Reports from each of the 378 Wisconsin Title I districts were included in the analysis.

The reader is invited to contact the Wisconsin Title I office for further information on the Title I programs described in this report.

[1]A copy of the local district evaluation reporting form is included in the appendix to this report.

I. DESCRIPTION OF TITLE I PROGRAMS

Title I Allocations to Wisconsin School Districts

Although the per pupil cost of education and the number of low income, AFDC, neglected, delinquent, and foster children have increased each year since 1965, the amount of Title I monies allocated to Wisconsin school districts has fluctuated considerably.[1]

TABLE 1

WISCONSIN TITLE I ALLOCATIONS AUTHORIZED FOR FISCAL YEARS 1966-1976 INCLUSIVE

Fiscal Year	Part A Grants	B Incentive Grants[a]	C Grants[b]	% Change From Preceding Fiscal Year[c]	
				A Grants Only	A Grants Plus C and B Inc.
1966	18,058,203				
1967	14,357,585			-20%	-20%
1968	14,357,585			None	None
1969	13,208,978			-8%	-8%
1970	15,520,748			+18%	+18%
1971	15,748,581	310,421	76,791	+2%	+4%
1972	16,546,374	585,239	138,766	+5%	+7%
1973	19,402,623	1,699,090	394,450	+17%	+24%
1974	18,709,456	1,513,569	347,733	-4%	-4%
1975	24,647,752	1,144,005	516,448	+32%	+28%
1976	25,963,621	1,529,140		+5%	+4%

[a]B Incentive grants were first available in FY71

[b]C grants were available from 1971-1975.

[c]Difference between present and preceding allocation divided by preceding allocation.

[1]See the appendix of this report for a listing of the children counted for FY 1966-1976 Title I allocations.

A total of $26,285,868 was suballocated to Wisconsin school districts in fiscal year 1975. Four percent of this money was received through B Incentive Grants ($1,144,005), and 2% was through C Grants ($496,448). Most school districts received grants that were under $50,000.

SUBALLOCATIONS TO WISCONSIN SCHOOL DISTRICTS

Allocation Size	A Grants	B Incentive	C Grants
$1,000,000-5,999,999	1		
$500,000-999,999	4		
$200,000-499,999	7		1
$100,000-199,999	17		
$50,000-99,999	61	1	
Under $50,000	345	118	61
Total	435	119	62

Milwaukee was the only school district which received an A Grant over $1,000,000, and was also the only school district which received a C Grant over $50,000. Sheboygan was the only district to receive a B Incentive Grant greater than $50,000.

Title I School Districts

Eligible and Participating Districts

Ninty-eight percent of the 435 school districts in Wisconsin in FY 1975 were eligible to operate a Title I project.[1] Of these eligible districts, 88% used their Title I monies.

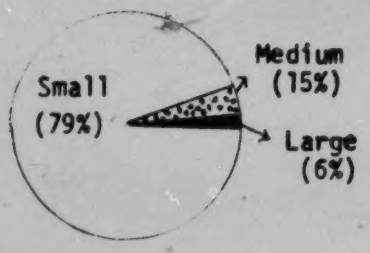
TABLE 2

TITLE I ELIGIBLE AND PARTICIPATING
WISCONSIN SCHOOL DISTRICTS, FISCAL YEAR 1975

School Size	Number of Title I Eligible Districts	Number Title I Participating	Percent of Eligible Districts Participating
Large (5,000 +)	29	26	89.7
Medium (2,000-4,999)	79	72	91.1
Small (1,999 or less)	317	280	88.0
TOTALS	425	378	88.7%

Most of the eligible districts which did not use their Title I monies were small districts.

Figure 1.--ELIGIBLE WISCONSIN SCHOOL DISTRICTS NOT PARTICIPATING IN TITLE I BY ENROLLMENT SIZE, FISCAL YEAR 1975



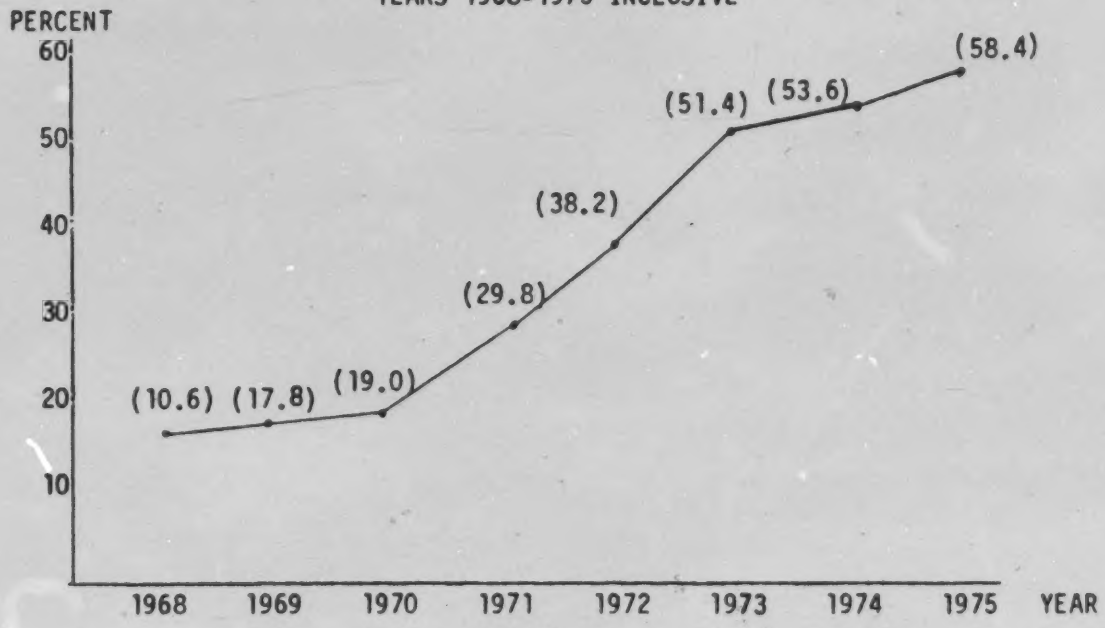
[1]To be eligible, a district must have at least 10 neglected, delinquent, foster, or low income children. The ten districts which were not eligible, were small districts.

Cooperative Projects

To encourage an efficient use of Title I monies by small school districts, the state educational agency has recommended that they form cooperative projects.

In FY1975, over half of the school districts participating in Title I were members of cooperative projects. The number of Wisconsin school districts in cooperative projects has been increasing since the first year of Title I. The greatest period of increase was between 1970 and 1973 — the years in which CESA based cooperatives became fully operative.[1] In FY75, all but two of the Title I cooperatives were CESA based.

Figure 2.--PERCENTAGE OF WISCONSIN TITLE I DISTRICTS IN COOPERATIVE PROJECTS, FISCAL YEARS 1968-1975 INCLUSIVE



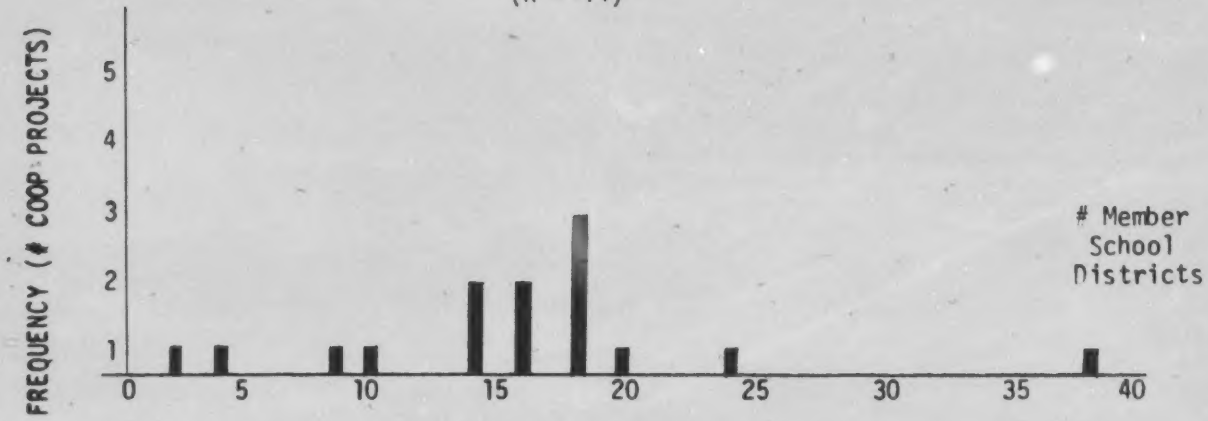
[1] 19 CESAs (Cooperative Educational Service Agencies) were established by the Wisconsin legislature in 1963. These agencies coordinate the sharing of professional staff, purchasing of supplies and equipment, and regional inservice meetings. District participation in CESA programs is on a voluntary basis.

School districts in these cooperative projects obtained assistance in program planning, evaluation, inservice training and fiscal reporting. Each cooperative district allocated up to 10% of its Title I monies to employ a cooperative director and staff who provided administrative services.

Some of the cooperative projects also jointly implemented a program components. Youth tutoring youth, early childhood education and supportive services were often implemented this way.

In FY75, cooperative projects ranged in size from 2 to 38 school districts. The average size of a cooperative project was 15.8 school districts, and the median was 19.5 school districts.

Figure 3.-- SIZE OF WISCONSIN TITLE I COOPERATIVE PROJECTS, FISCAL YEAR 1975 (N = 14)



The average size of the cooperative projects, as well as the number of districts in cooperatives, has been steadily increasing.

NUMBER OF SCHOOL DISTRICTS
IN COOPERATIVE PROJECTS

YEAR	RANGE	AVERAGE
1972	2-24	10
1973	2-33	11
1974	2-34	13
1975	2-38	15.8

Title I Children

Location

Although most of the school districts which operated a Title I project were small districts, most of the children enrolled in Title I projects were in the medium or large size districts.

TABLE 3

WISCONSIN TITLE I SCHOOL DISTRICTS BY ENROLLMENT CATEGORY AND TOTAL NUMBER OF CHILDREN ENROLLED, FISCAL YEAR 1975

ENROLLMENT CATEGORY	SCHOOL DISTRICTS		CHILDREN ENROLLED	
	NUMBER	PERCENT	NUMBER	PERCENT
Large (5,000 +)	26	6.9	413,844	(45.6)
Medium (2,000-4,999)	72	19.0	219,223	(24.2)
Small (1,999 or less)	280	(74.1)	273,481	30.2
TOTAL	378	100%	906,548	100%

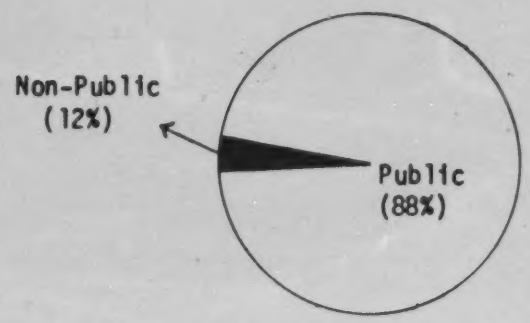
Percentage of Target Area Residents Participating in Title I

A count of the children residing in Title I target areas[1] showed 39% of

[1] A Title I target area is defined as a public school attendance area having a concentration of low income families equal to, or greater than, that for the school district as a whole.

the public school children enrolled in Title I districts and 31% of the non-public school children residing in Title I school districts resided in such areas. Assuming that the percentage of children residing in these areas remained stable from FY74 to FY75, it can be estimated that approximately 355,367 public and 50,716 non-public school children resided in Title I target areas during FY 1975.

Figure 4.--ESTIMATED NUMBER OF CHILDREN RESIDING IN TITLE I TARGET AREAS, FISCAL YEAR 1975
(N = 406,083)



Only "educationally deprived" children residing in Title I target areas are eligible to participate in a Title I program. Since the definition of educational deprivation is determined by each school district in accordance with local expectations for student performance, and since the count of educationally deprived children residing in Title I target areas (which school districts report in their needs assessments) only includes the grade levels which districts anticipated serving in their Title I project, the number of children who are eligible to participate in Wisconsin Title I programs is not known.

It is obvious, however, that few of the children who reside in Title I target areas participated in a Title I project during FY 1975.

TABLE 4

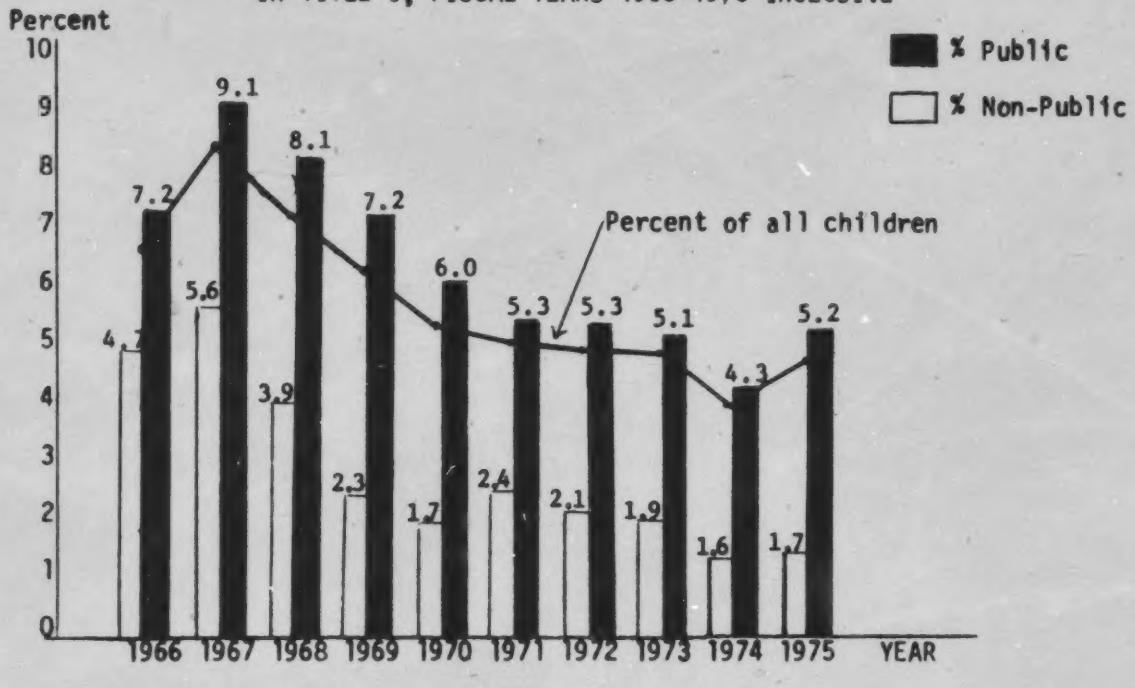
TITLE I TARGET AREA RESIDENTS AND PROGRAM PARTICIPANTS
IN WISCONSIN, FISCAL YEAR 1975

Target Area Residents		Title I Program Participants	
Public	Non-Public	Public	Non-Public
355,367	50,716	50,217	2,920

Percentage of All Wisconsin School Children Participating in Title I

When the number of Title I participants is compared to the total number of children enrolled in all Wisconsin schools, it is seen that Title I services have been offered to less than 10% of Wisconsin school children each year. However, the gradual decline in the percent of Wisconsin school children participating in Title I projects wasn't seen in FY 1975. For the first time since 1967, the percent of children participating in Title I was greater than it was in the previous year.

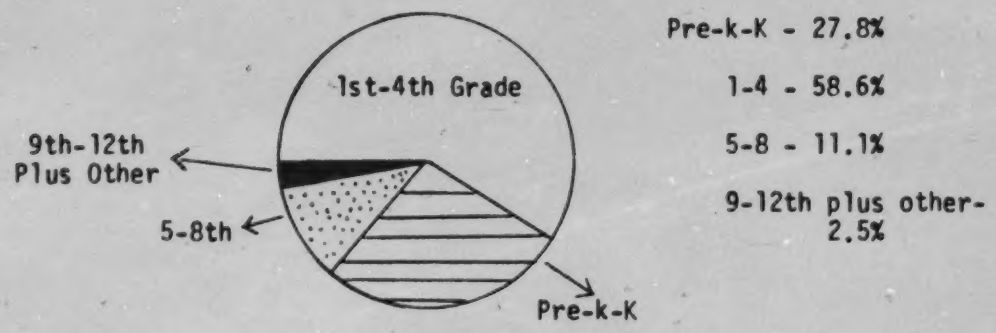
Figure 5.--PERCENTAGE OF WISCONSIN SCHOOL CHILDREN PARTICIPATING IN TITLE I, FISCAL YEARS 1966-1975 INCLUSIVE



Grade Level and Time of Title I Participation

Most fiscal year 1975 Title I students were in pre-school or the early elementary grades.

Figure 6.-WISCONSIN TITLE I PARTICIPANTS BY GRADE LEVEL GROUPINGS, FISCAL YEAR 1975



The state educational agency Title I staff has encouraged Wisconsin school districts to use their Title I monies in the pre-school and early elementary grades so that prevention rather than remediation of educational deprivation would be emphasized. In light of this, it is not surprising that the percentage of pre-school and early elementary Title I participants has shown a rather dramatic increase over the last several years. However, a slight decrease (1%) in the precentage of pre-school and early elementary participants was seen between fiscal years 1974 and 1975.

TABLE 5

PRE-SCHOOL THROUGH FOURTH GRADE STUDENTS AS PERCENTAGE OF ALL TITLE I PARTICIPANTS, FISCAL YEARS 1968-1975 INCLUSIVE

Fiscal Year	Percent	Fiscal Year	Percent
1968	47%	1972	75%
1969	57%	1973	80%
1970	65%	1974	87%
1971	75%	1975	86%

It may be that the additional Title I monies available to local school districts enabled them to expand their services to the latter and middle elementary students.[1]

Another factor which would support increased services to older students is the influence of Chapter 90 of the 1973 Wisconsin Statuates which established standards for local school districts. Specifically item d of this legislation required that "provision shall be made for remedial reading services for under-achieving students in grades kindergarten through grade 3." To be eligible for state aids, school districts had to meet at least one-third of the 13 standards by July 1 of 1973 and two-thirds of the standards by July 1 of 1975. Thus districts which elected to meet item d of the 13 standards may have changed the emphasis of their Title I program to avoid offering any services which could be interpreted as supplanting those required under Wisconsin Statutes.

Time of Project Participation

More than three-fourths of the students participating in fiscal year 1975 projects only took part in a regular year project. Approximately 12% were served for the entire year, and another 12% were only served in the summer months.

Although the number of students who only participated in a summer school project was comparable to the number of yearlong students, the number of school districts that only offered a summer project was far less than the number that offered a yearlong project. The six school districts which

[1]The FY75 Part A Grant allocation to school districts was $5,938,296.00 (32%) greater than the FY74 allocation.

only operated a summer school project served a surprisingly large number of students.

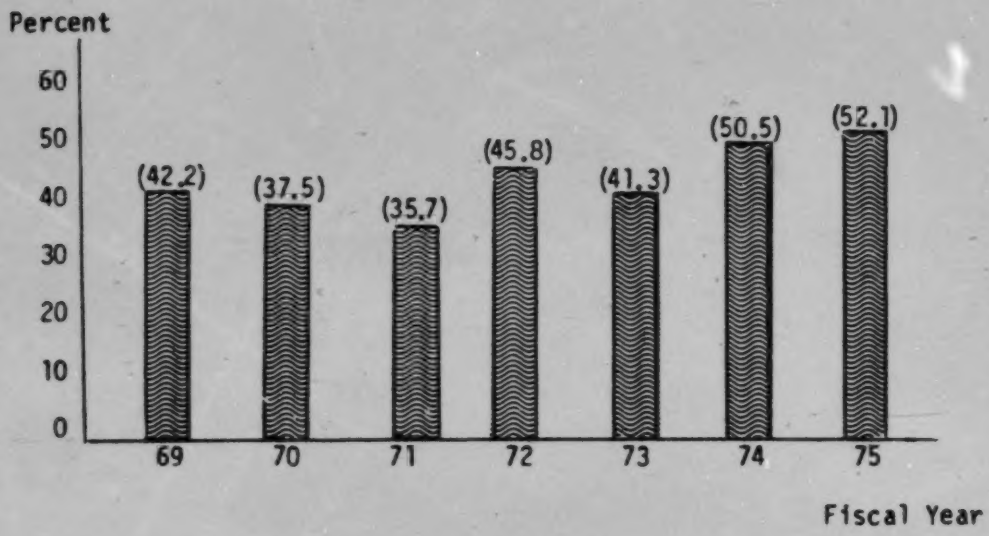
TABLE 6

NUMBER AND PERCENTAGE OF SCHOOL DISTRICTS AND TITLE I CHILDREN BY TIME OF PROJECT ATTENDANCE, FISCAL YEAR 1975

Time of Project	School Districts		Title I Children	
	Number	Percent	Number	Percent
Regular Year Only	236	(62)	40,388	(76)
Summer Only	6	(2)	6,108	(12)
Yearlong	136	(36)	6,641	(12)
Total	378	(100%)	53,137	(100%)

Only slightly over half of the summer school students had also participated in a regular year project. The percentage of summer school students who had also participated in a regular year project showed a slight increase between fiscal years 1974 and 1975.

Figure 7.--PERCENTAGE OF SUMMER SCHOOL STUDENTS CONTINUING FROM A REGULAR YEAR PROJECT, FISCAL YEARS 1969-1975 INCLUSIVE



Most Title I school districts reported serving less than 300 public school and less than 50 non-public school children during the regular school year. During the summer, most districts indicated serving less than 100 public and less than 50 non-public school children. Of the districts who reported serving children all year, a majority reported serving less than 50 public or non-public school children. All school districts reported serving smaller numbers of non-public than public school children.

Although most of the cooperative and independent school districts served equivalent numbers of regular year, summer, and yearlong students, a few of the independent school districts did report serving more than 300 public school regular year, summer, or yearlong students.[1] However, only 1 of the cooperative school districts reported serving more than 300 public school children during the regular year and none indicated serving more than 300 summer or yearlong students.

[1]The term "independent school districts" is used in reference to the school districts which did not participate in a cooperative project.

TABLE 7

PERCENTAGE OF COOPERATIVE AND INDEPENDENT SCHOOL DISTRICTS BY TYPE AND NUMBER OF CHILDREN SERVED, FISCAL YEAR 1975

Type of Children Served	Number of Children Served						Total	
	1-49	50-99	100-299	300-699	700-999	1,000+	%	No.[a]
Cooperative Project Districts								
Regular Year								
Public	40	39	21	<1	-	-	100%	219
Non-Public	100	-	-	-	-	-	100%	46
Summer								
Public	57	33	10	-	-	-	100%	81
Non-Public	95	5	-	-	-	-	100%	19
Yearlong								
Public	85	13	2	-	-	-	100%	61
Non-Public	100	-	-	-	-	-	100%	5
Single District Project School Districts								
Regular Year								
Public	23	30	36	8	<1	3	100%	154
Non-Public	96	3	-	1	-	-	100%	70
Summer								
Public	41	25	28	5	-	1	100%	64
Non-Public	93	5	2	-	-	-	100%	41
Yearlong								
Public	61	14	21	2	2	-	100%	57
Non-Public	93	<3	<3	-	-	-	100%	29

[a]Number of cases reported.

TABLE 8

WISCONSIN TITLE I PARTICIPANTS BY GRADE LEVEL AND TIME OF PARTICIPATION, FISCAL YEAR 1975

Grade Level	Regular Year Only	Summer Only	Yearlong	Unduplicated Total	Percent
Pre-K	3,604	1,928	766	6,298	11.9
K	6,503	775	1,173	8,451	15.9
1	6,962	770	1,227	8,959	16.9
2	7,003	676	1,143	8,827	16.6
3	6,552	553	1,066	8,171	15.4
4	4,079	488	618	5,185	9.7
5	1,910	355	312	2,577	4.8
6	1,471	216	179	1,866	3.5
7	736	109	22	867	1.6
8	586	68	7	661	1.2
9	496	64	17	577	1.1
10	328	14	15	357	0.7
11	112	22	5	139	0.3
12	39	13	4	56	0.1
Other	7	57	82	146	0.3
Total	40,388	6,108	6,641	53,137	100%
Percent	76.0%	11.5%	12.5%	100%	

Ethnic Group Membership of Title I Participants

Information on the ethnic group membership of Title I children was obtained by tabulating the estimated number of Title I participants reported in school district FY75 Applications for Grant. Four school districts which operated a project in FY74, but not in FY75, were also included in this analysis. This tabulation showed the percentage of Black, Spanish Surname, and American Indian Title I children to exceed the respective percentages of these children enrolled in Wisconsin's public schools.

TABLE 9

PERCENTAGE OF WISCONSIN PUBLIC SCHOOL ENROLLMENT AND PERCENTAGE OF TITLE I PARTICIPANTS BY ETHNIC CATEGORY, FISCAL YEAR 1975

Ethnic Category	Wisconsin Public School Children	Title I Participants (Est.)
White	92.9	75.2
American Indian	0.8	2.7
Black	4.8	16.6
Asian American	0.3	0.2
Spanish Surname	1.2	5.0
Other	-	0.3
Total	100%	100%

Special Needs of Title I Participants

In addition to achieving below expected performance levels, many of the Title I participants in FY 1975 exhibited special social-emotional, economic, or physical needs. Over 900 of the FY 1975 Title I participants were physically or mentally handicapped, approximately 1,000 were expected to be school dropouts, 868 were residing in an institution for neglected and delinquent children, and 305 were participating in the state funded compensatory education program for educationally deprived children with economic and social needs.[1]

It should be noted that the number of handicapped Title I children showed a dramatic decrease in fiscal year 1975. Although school district FY 1975 Applications for Grant indicated that over 3,000 handicapped children would be served in FY 1975 projects, the district final evaluation reports only showed services being provided for 939 handicapped children. The introduction of state mandated services for handicapped children apparently was responsible for this change.[2]

---

[1]Data on the number of dropouts was taken from the FY 1975 Grant Applications whereas the other information was taken from end-of-the-year evaluation reports.

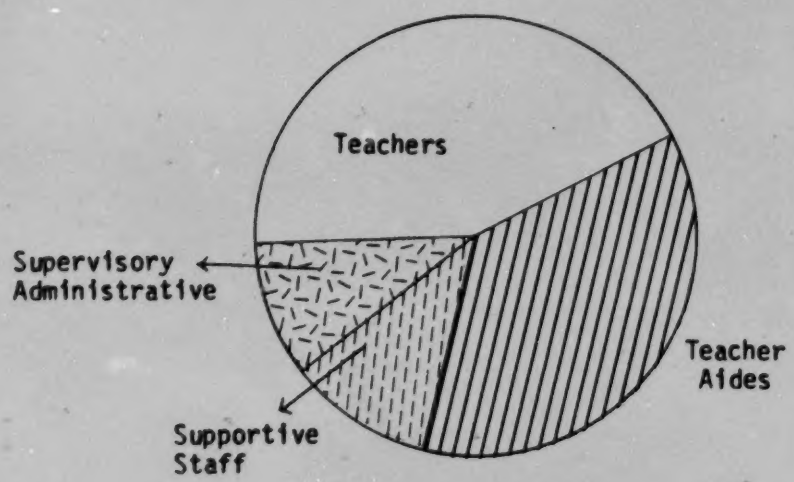
[2]Chapter 115 Wisconsin Statutes.

Title I Staff and Volunteers

Salaried Staff

Approximately 80% of the salaried Title I staff in fiscal year 1975 projects were teachers and teacher aides. Supportive and administrative staff made up the remainder of the 4977 salaried employees.[1]

Figure 8.--TITLE I SALARIED STAFF BY EMPLOYMENT CLASSIFICATION FISCAL YEAR 1975



Teachers	42.8%
Teacher Aides	36.7%
Supportive Staff	10.7%
Administrative Clerical & Other	9.8%

[1]The following classifications were included in the supportive staff category; dentists, dental hygiensts, nurses, physicians, social workers, attendance workers, home visitors, librarians and library aides, counselors, psychologists, psychometricians, supervisors, and speech therapists.

Teachers and teacher aides have consistently represented the largest proportion of Title I salaried staff. In fiscal year 1975, the proportion of salaried staff represented by teacher aides was at its highest point since the statistic was first calculated.

TABLE 10

TEACHERS AND TEACHER AIDES AS PERCENTAGE OF TOTAL SALARIED STAFF, FISCAL YEAR 1969-1975 INCLUSIVE

Fiscal Year	Teachers	Aides	Total
1969	42.2	17.7	59.9%
1970	46.0	23.0	69.0%
1971	43.6	26.8	70.4%
1972	41.2	29.4	70.6%
1973	36.6	29.7	66.3%
1974	38.9	25.2	64.1%
1975	42.8	(36.7)	79.5%

TABLE 11

TITLE I SALARIED STAFF BY JOB CLASSIFICATION
AND TIME OF EMPLOYMENT
FISCAL YEAR 1975

Classification	Regular Year Only		Summer Only		Yearlong		Total
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Teachers							
Pre-Kindergarten	71	80	96	57	45	7	356
Kindergarten	46	119	73	41	17	17	313
Elementary	468	266	386	161	86	24	1391
Secondary	31	11	21	2	4	-	69
Special Ed.	2	-	-	-	-	-	2
Teacher Aide	740	552	287	126	85	37	1827
Supportive Staff							
Librarian	-	1	4	-	-	1	6
Library Aide	3	9	17	-	-	-	29
Supervision	16	35	22	9	14	13	109
Counselor	32	22	-	4	4	1	63
Psychologist	6	60	7	5	2	4	84
Testing	2	7	-	2	1	2	14
Social Work	22	4	6	1	3	1	37
Attendance	36	38	1	1	6	1	83
Nurse	6	24	2	2	1	1	36
Physician	-	1	-	-	-	-	1
Dentist	-	1	-	-	-	-	1
Dental Hygienist	-	1	-	-	-	-	1
Home Visitors	9	11	4	4	12	3	43
Speech Therapist	5	6	3	11	1	-	26
Administrator	7	61	8	19	5	31	131
Clerical	38	92	12	13	27	29	211
Other Staff	34	47	40	5	16	2	144
Totals	1574	1448	989	463	329	174	4977

Volunteers

In addition to the salaried staff just described, Title I children also received special assistance from almost 2,000 volunteer Title I staff. In fiscal year 1975, volunteers represented 27 percent of all Title I staff.

TABLE 12

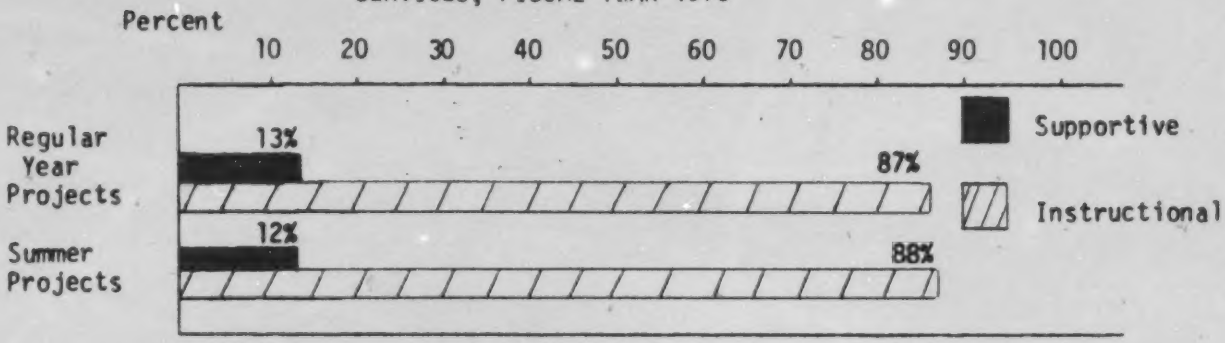
VOLUNTEERS AS PERCENTAGE OF TOTAL TITLE I STAFF, FISCAL YEARS 1969-1975

Fiscal Year	Volunteer Staff	
	Number	Percent of All Staff
1969	678	
1970	Not Reported	-
1971	3,459	36.4
1972	2,127	27.9
1973	2,693	33.0
1974	1,474	23.4
1975	1,838	27.0

Activities and Services Offered to Children

Although many Title I programs included supportive as well as instructional services, supportive services claimed less than fifteen percent of the summer school or regular school year Title I dollar.

Figure 9.--PERCENTAGE OF TITLE I EXPENDITURES FOR INSTRUCTIONAL AND SUPPORTIVE SERVICES, FISCAL YEAR 1975



Instructional Activities

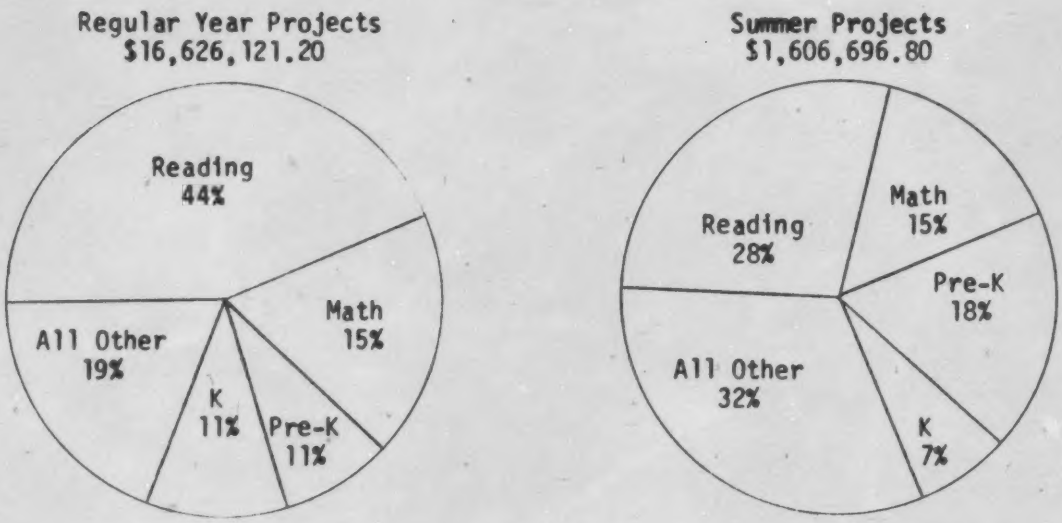
As it has been in the past, English-reading was the most popular instructional area included in regular year or summer school programs. Mathematics, pre-school, and kindergarten programs were the next most frequently offered services. Jointly these four activities accounted for 81% of the monies spent on instructional activities during the regular year, and for 68% of the monies spent on instructional activities during the summer. There were only four other instructional activities that were offered by 10% or more of the Title I school districts. These activities included psychomotor skill instruction and youth tutoring youth during the regular year, and cultural enrichment and English language arts during the regular year and summer. These activities accounted for 13% of the regular school year and 12% of the summer school instructional expenditures.

TABLE 13

INSTRUCTIONAL SERVICES OFFERED BY AT LEAST TEN PERCENT OF TITLE I SCHOOL DISTRICTS, FISCAL YEAR 1975

Regular Year		Summer	
Service	Percent	Service	Percent
Services Offered By 50% Or More Of The Districts			
English-Reading	87%	English-Reading	61%
Kindergarten	53%	Pre-Kindergarten	60%
Services Offered By 30-49% Of The Districts			
Mathematics	46%	Mathematics	37%
Pre-Kindergarten	31%	Kindergarten	44%
Services Offered By 10-29% Of The Districts			
Psychomotor Skills	20%	Cultural Enrichment	22%
Cultural Enrichment	19%	Eng. Other Lang. Arts	11%
Eng. Other Lang. Arts	15%		
Youth Tutoring Youth	14%		

Figure 10--EXPENDITURES FOR INSTRUCTIONAL SERVICES FISCAL YEAR 1975



Supportive Services

The only supportive services that were offered by more than 10% of the Title I school districts were psychological services and staff inservice during the

regular school year, and transportation and staff inservice during the summer. These activities accounted for 26% of the regular year and 60% of the summer school supportive service expenditures. During the regular school year, supportive service expenditures were clustered in a small number of school districts. Thus, although almost twice as many districts offered psychological services as offered guidance counseling, the total expenditures for guidance counseling were almost twice as much as the expenditures for psychological services. A similar inbalance ocurred in the comparison of psychological services and social work. Although the total expenditures for social work were comparable to those for psychological services, almost four times as many districts offered psychological services.

The most noteable characteristic of the summer school supportive service expenditures was the large proportion of monies devoted to transportation. Transportation only took 10% of the supportive service expenditures during the regular year, but during the summer 46% of the supportive service expenditures went for transportation.

TABLE 14

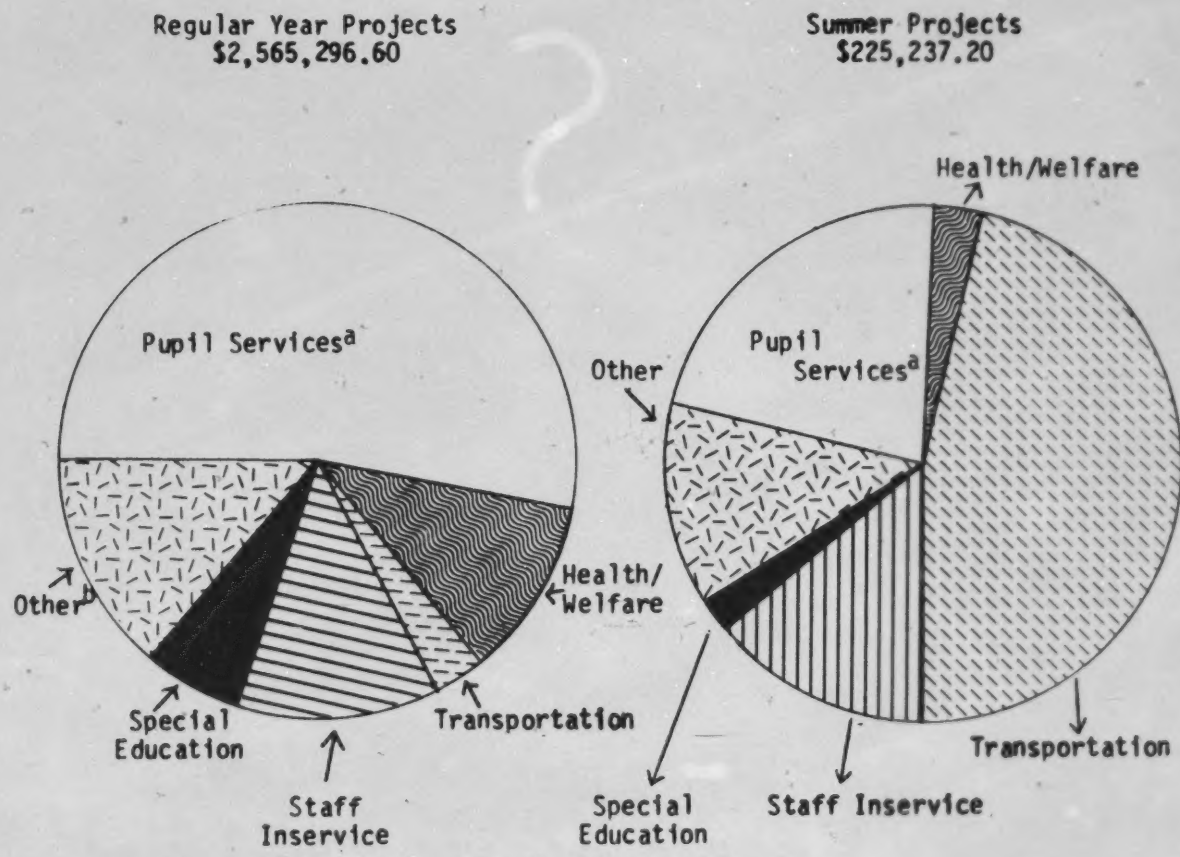
PERCENTAGE OF SCHOOL DISTRICTS OFFERING EACH SUPPORTIVE SERVICE IN COMPARISON TO THE PERCENTAGE OF SUPPORTIVE SERVICE EXPENDITURES ACCOUNTED FOR BY EACH PHASE FISCAL YEAR 1975

Supportive Service Category	Regular Year		Summer	
	Percent Districts	Percent Expenditures	Percent Districts	Percent Expenditures
Attendance	2%	1%	2%	1%
Clothing	< 1%	5%	-	-
Food	2%	< 1%	6%	2%
Guidance Counseling	7%	25%	4%	5%
Health-Dental	4%	1%	< 1%	< 1%
Health-Physical	9%	5%	2%	1%
Library	2%	1%	4%	2%
Psychological Services	11%	13%	6%	6%
Social Work	3%	13%	4%	8%
Speech Therapy	2%	2%	5%	2%

TABLE 14--Continued

Supportive Service Category	Regular Year		Summer	
	Percent Districts	Percent Expenditures	Percent Districts	Percent Expenditures
Transportation	10%	3%	43%	46%
Services for Handicapped	<1%	4%	-	-
Other Expenditures [a]	30%	14%	18%	13%
Staff Inservice	68%	13%	16%	14%

Figure 11.--EXPENDITURES FOR SUPPORTIVE SERVICES
Fiscal Year 1975



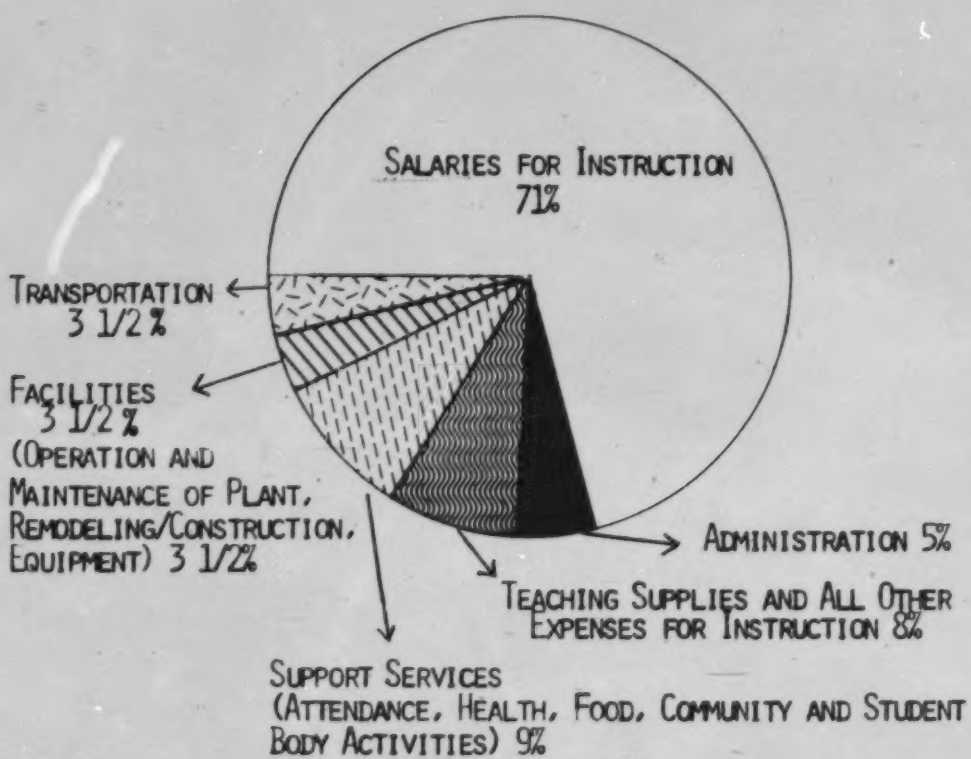
[a]Pupil services includes attendance, psychological services, social work, guidance and library services.

[b]This category includes miscellaneous supportive services plus administrative expenditures which couldn't be prorated to the other instructional or supportive service categories.

Expenditures by Standard Accounting Categories

Although the fiscal year 1974 expenditure report was not available at the time of writing this report, analysis of the reports submitted for FY 1967 to FY 1973 indicates that instructional salaries were the largest expenditure item.[1]

Figure 12.--LOCAL SCHOOL DISTRICTS USE OF TITLE I DOLLAR
WISCONSIN



[1]Analysis is based on USOE form 43.19. Expenditures include disbursements and unliquidated obligations for local school districts only.

TABLE 15

STATISTICAL SUMMARY OF TITLE I INSTRUCTIONAL SERVICES
FISCAL YEAR 1975

Service Category	Children Served		Districts Offering		Staff Employed		Expenditure (Est.)[a]	
	Regular Year	Summer	Regular Year	Summer	Regular Year	Summer	Regular Year	Summer
Art or Music	223	1,711	5	9	9	51	21,450.50	89,585.20
Business Education	-	1,029	-	1	-	20	-	47,520.00
Cultural Enrichment	6,055	2,405	71	31	429	335	558,529.10	96,349.70
English-Reading	28,689	6,204	323	86	1,751	660	7,312,960.30	443,108.40
English-Speech	1,214	45	19	2	83	9	106,573.30	4,493.90
English-Other Language Arts	5,769	1,460	57	15	421	190	966,660.20	98,294.80
English as a 2nd Language	300	51	4	1	27	6	146,349.00	9,457.20
Foreign Language	-	-	-	-	-	-	-	-
Home Economics	-	73	-	3	-	12	-	14,266.00
Youth Tutoring Youth	2,436	145	52	2	327	30	294,988.40	1,325.70
Mathematics	12,521	4,024	172	52	847	419	2,415,499.90	232,893.60
Psychomotor Skills	2,486	788	75	12	236	92	344,105.10	38,553.30
Phy. Ed./Recreation	311	1,732	6	10	20	66	13,527.00	65,877.30
Natural Science	359	33	6	2	21	5	13,079.80	6,944.00
Social Science	410	43	6	3	19	4	34,681.00	4,390.00
Vocational Education	33	47	1	2	1	8	1,315.00	5,825.00
Special Activities/Handicapped	15	-	1	-	6	-	7,750.00	-
Pre-Kindergarten	4,373	2,524	114	85	475	420	1,865,263.10	292,839.10
Kindergarten	6,007	1,513	197	62	705	276	1,863,650.30	117,386.20
Other Instruction	1,452	516	23	10	100	89	659,739.20	37,587.40
Totals							$16,626,121.20	$1,606,696.80
(Number of Cases)	(47,029)	(12,749)	(372)	(142)	(3,525)	(1,955)		

[a]The expenditures reported were estimated as of June 15 for regular year projects and as of August 15 for summer projects. Part A, B Incentive and carryover funds which districts estimated would be expended and/or encumbered in the FY75 project period were included.

TABLE 16

STATISTICAL SUMMARY OF TITLE I SUPPORTIVE SERVICES
FISCAL YEAR 1975

Service Category	Children Served		Districts Offering		Staff Employed		Expenditure (Est.)[a]	
	Regular Year	Summer	Regular Year	Summer	Regular Year	Summer	Regular Year	Summer
Attendance	864	103	8	3	24	5	29,744.20	2,550.00
Clothing	1,231	-	2	-	34	-	126,700.00	-
Food	572	855	8	9	3	5	3,208.10	3,833.50
Guidance Counseling	3,151	323	27	6	64	10	627,163.40	10,069.50
Health-Dental	896	185	13	1	15	1	31,861.00	31.50
Health-Physical	2,232	234	34	3	34	4	125,073.70	1,235.00
Library Services	1,049	917	9	5	23	19	31,940.40	4,281.00
Psychological Services	2,487	564	40	8	90	22	341,882.50	14,006.10
Social Work	1,531	387	11	5	79	22	340,106.20	18,609.10
Speech Therapy	584	261	9	7	14	9	48,100.20	4,844.00
Transportation	1,194	2,577	39	61	19	39	79,417.10	102,823.50
Services for Handicapped	44	-	2	-	19	-	102,661.70	-
Other Expenditures	482	230	110	26	34	13	348,678.80	30,212.10
Staff Inservice	N/A	N/A			2,343	451	328,759.30	32,741.90
Totals							$2,565,296.60	$225,237.20
(Number of Cases)	(47,029)	(12,749)	(372)	(142)	(3,525)	(1,955)		

[a]The expenditures reported were estimated as of June 15 for regular year projects and as of August 15 for summer projects. Part A, B Incentive and Carryover funds which districts estimated would be expended and/or encumbered in the FY75 project period were included.

II. EVALUATION OF PROGRAM OPERATION

Needs Assessment and Target Area Selection

> *"That payments under this title will be used for the excess costs of programs and projects,..., which are designed to meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low-come families,...,*[1]

Target Area Selection

The selection of eligible schools for Title I projects during FY75 resulted in 91% of the eligible elementary schools, 18% of the eligible junior high schools, and 9% of the senior high schools being targeted for Title I funds. A total of 919 elementary, 43 junior high, and 28 senior high schools participated in Title I.

Needs Assessment Procedures

In February and March of 1974, school districts assessed the needs of the public and non-public school children residing in these eligible target areas. A summary of each district's needs assessment was forwarded to the state educational agency for review.[2]

---

[1] Elementary and Secondary Education Act-Title I as amended by PL 93-380 Part D General Provisions, Section 141(a)(1).

[2] A copy of the needs assessment form which local districts used in reporting to the state educational agency is enclosed in the appendix of this report.

Relationship of Needs Assessment to Program Design

To determine if the project services subsequently offered were based on the identified needs of the educationally deprived children in these districts, needs assessment and program evaluation reports were compared for 39 randomly selected sample districts. An equal proportion of districts was taken from large, medium, and small enrollment strata.[1] Although this was only a 10% sample of Title I districts, the sample districts served 37% of the children enrolled in Title I districts during fiscal year 1975.

Since the amount of Title I funds available is a large factor in determining the proportion of children in need being served, it wasn't expected that all identified children would be served; however, it was expected that the overall pattern of identified needs would match the pattern of project services offered. It was also expected that the differences in the resources available in the large, medium, and smaller school districts would be reflected in their needs assessment reports.

The needs assessment reports from the large school districts showed that almost all of the districts assessed student need for instruction in reading and mathematics; approximately half assessed student needs for instruction in psychomotor skills, social work, guidance or psychological services; and almost none assessed students' need for health services. The assessment reports submitted by medium and smaller size school districts showed a greater emphasis on assessment of students' health needs.

---

[1]Large districts were those enrolling 5,000 or more students, medium and small districts enrolled 2,000-4,999 and 1,999 or less students respectively. Milwaukee was deliberately included since it is the only Wisconsin school district enrolling more than 40,000 students.

TABLE 17

SAMPLE SCHOOL DISTRICTS ASSESSING STUDENT NEEDS PER CATEGORY
FISCAL YEAR 1975

Assessment Category	Large Districts (N = 13)	Medium Districts (N = 13)	Small Districts (N = 13)	Total	
				Number	Percent
Reading	12	13	13	38	(97%)
Mathematics	11	11	13	35	(90%)
Psychomotor	5	9	6	20	(51%)
Social-Emotional	8	6	9	23	(59%)
Health	1	4	7	12	(31%)

The number of children reported in need of service in each service category was then compared to the number of children receiving Title I funded services.

TABLE 18

NUMBER OF SAMPLE DISTRICT STUDENTS IN NEED OF SERVICE COMPARED TO NUMBER RECEIVING SERVICE PER CATEGORY, FISCAL YEAR 1975

Service Category	Number of Students Identified In Need of Service	Number of Students Receiving Service	Percent of Needy Students Served
Reading	18,365	10,105	(55%)
Math	17,274	6,711	(39%)
Psychomotor	992	1,387	(>100%)
Social	4,593	2,149	(47%)
Health	652	17	(3%)

Except for the psychomotor service area,[1] the number of students served was far less than the number who had been identified as being in need of service in the needs assessment reports. The discrepancy was most severe in the health category where less than 3% received services. Although the number of children reported in need of mathematics services was only 6% less than the number identified in need of reading services, the number of children receiving mathematics

[1]The psychomotor category data shows the number of children who were served to be almost 40% greater than the number of children who were identified as having a need for instruction in this area. This is most likely explained by the omission of pre-school children from the needs assessment. Since the needs assessment was done in the Spring most districts were not able to assess the needs of pre-school children.

services was 40% less than the number receiving reading instruction. The findings regarding mathematics instruction agree with other national surveys in this area.

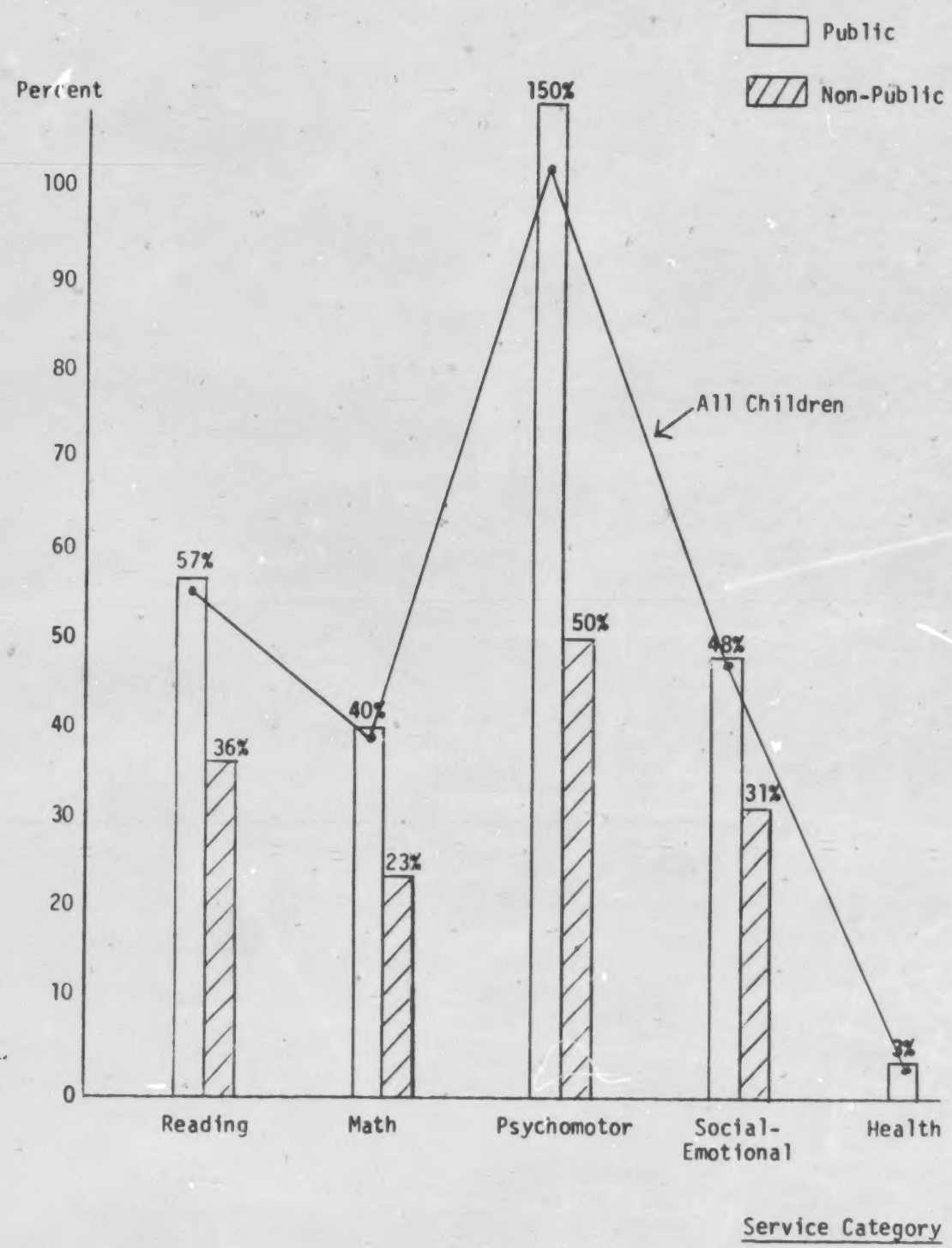
> *"According to the needs assessment data which were available in the State Title I Annual Evaluation Reports, reading, language arts, and mathematics should be receiving nearly equal priority if students' critical needs are to be met. However, as was pointed out in Wargo, et. al. (1972) a surprisingly small proportion of Title I funds are devoted to mathematics according to the available data.*[1]

The analysis also showed the percent of needy non-public children receiving services to be less than the percent of needy public children receiving services in all of the categories.

---

[1]Wargo, M. J. and others, as cited in, Nona N. Gamel and others, State Title I Reports: Review and Analysis of Past Reports, and Development of A Model Reporting System and Format, Mountain View, California, RMC Research Corporation, October 1975 (Report No. UR-294) page 83.

Figure 13.--PERCENTAGE OF NEEDY CHILDREN IN SAMPLE DISTRICTS RECEIVING TITLE I SERVICES FISCAL YEAR 1975



To determine if the pattern of services offered matched the incidence of student need, project services were rank ordered based on the number of children reported in need of the service and then on the number of children who received Title I services per need category. Participants in the social-emotional service category were estimated from number of children receiving social work, guidance and/or psychological services.[1]

TABLE 19

RANKING OF STUDENT NEEDS AND PROJECT SERVICES IN SAMPLE DISTRICTS FISCAL YEAR 1975

Category	Needs of Children		Services to Children	
	Public	Non-Public	Public	Non-Public
Reading	1	1	1	1
Math	2	2	2	2
Health	5	5	5	5
Social	3	3	3	3
Psychomotor	4	4	4	4

The perfect agreement in the rankings indicated that project services were based on student need identification. The analysis of public and non-public student needs also indicates that the needs of the non-public children did not differ significantly from those of public children.[2]

[1]Since district evaluation reports did not give an unduplicated count of the students served in these areas, the highest participant count for any one of the categories was used to estimate the number of students served. This approach may have underestimated the number of students served if the students receiving social work were different from those receiving guidance counseling or psychological services.

[2]This of course applies to the statewide pattern. Exceptions to this may occur within local districts.

Size and Scope of Programs

> *"That payments under this title will be used for the excess costs of programs and projects... which are of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of (educationally deprived children in school districts having high concentrations of children from low income families)."*
>
> *"Federal funds made available under this title will be so used (i) as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs and projects assisted under this title and (ii) in no case, as to supplant such funds from non-Federal sources."*[1]

Although statistical data does not reflect the quality of the instruction offered to children, it can help describe the size and scope of services. Information on the size and scope of Title I services is also needed to interpret the outcome data on student achievement. Thus if Wisconsin Title I projects typically offered only a small amount of instruction to children, it would not be reasonable to expect much change in their rate of achievement.[2]

Amount of Service Provided Per Pupil

Table 20 presents an estimate of the hours of instruction provided per week for each of the instructional and supportive services included in Wisconsin's 1975 Title I projects. These estimates were obtained by dividing the total number

---

[1] Elementary and Secondary Education Act-Title I as amended by PL 93-380 Part D General Provisions, Sections 141(a)1(B) and (a)3(B).

[2] A similar point was made in a review of the findings contained in the Title I Tempo study of 1965-67, "The study found only slight evidence that the program enhanced achievement on average, and some clear instances where the children receiving services had actually fallen further behind. However we would note that the study reviewed a strikingly unrepresentative sample of projects in the intial stages of Title I's implementation...(and) we know that funds under this national Title I program were, on the average, spread very thinly among many students and that the average child received no more than one or two hours per month assistance in reading." U.S. Department of Health Education and Welfare, "The Effectiveness of Compensatory Education: Summary and Review of the Evidence," (pages 8-9)

of hours of service per pupil by 34.8 - the average number of weeks the regular year Title I programs operated, or by 5.5-the average number of weeks the summer projects operated.

TABLE 20

HOURS OF SERVICE PROVIDED PER SERVICE AREA
FISCAL YEAR 1975

Service Area	Total Hours Per Pupil		Estimated Hours Per Week	
	Regular	Summer	Regular	Summer
Instructional Services				
Art or Music	58.4	33.5	1.7	6.1
Business Education	-	18.0	-	3.2
Cultural Enrichment	60.6	36.6	1.7	6.6
English Reading	88.3	47.1	2.5	8.6
English Speech	51.0	41.5	1.5	7.5
English-Other Lang. Arts	62.2	42.2	1.8	7.7
English as a 2nd Lang.	101.2	90.0	2.9	16.4
Home Economics	-	122.0	-	22.2
Youth Tutoring Youth	67.5	75.2	1.9	13.7
Mathematics	72.8	35.8	2.1	6.5
Psychomotor Skills	45.7	22.9	1.3	4.2
Phy. Education/Recreation	32.7	38.1	0.9	6.9
Natural Science	47.0	52.0	1.4	9.5
Social Science	64.6	16.3	1.9	3.0
Vocational Education	54.0	78.0	1.6	14.2
Spec. Act. for Handicapped	132.5	-	3.8	-
Pre-Kindergarten	95.4	49.4	2.7	9.0
Kindergarten	90.6	57.0	2.6	10.4
Other Instruction	118.8	32.2	3.4	5.9
Supportive Services				
Attendance	41.9	17.0	1.2	3.1
Guidance Counseling	35.6	23.4	1.0	4.2
Health-Dental	19.3	1.5	0.5	<1.0
Health-Physical	21.6	14.5	0.6	2.6
Library Services	63.2	61.3	1.8	11.1
Psychological Services	21.2	25.5	0.6	4.6
Social Work	38.7	16.3	1.1	3.0
Speech Therapy	38.7	27.5	1.1	5.0
Services for Handicapped	21.0	-	0.6	-

Children clearly spent a greater proportion of time in instructional activities than they spent in supportive service activities. English as a 2nd language

and special instruction for handicapped children offered the greatest hours of service per week during the regular year, whereas home economics and English as a 2nd language showed the greatest hours of service per week in the summer. With the exceptions of home economics, youth tutoring, English as a 2nd language, physical education, and vocational education, summer school students apparently received approximately three times as many hours of instruction per week as regular year students received.[1]

The supportive services of library services, attendance, social work, and speech therapy offered the greatest hours of service per week during the regular year. Since summer projects placed more emphasis on guidance counseling and psychological services than regular year projects did, these services plus speech therapy and library services showed the greatest hours of service per week during the summer.

Because Title I projects must supplement the services provided by a school district, it is not surprising that few hours of Title I service were provided per week for any of the instructional or supportive service areas listed. The instructional activities which most local district programs offered (reading, mathematics, and early childhood education), indicate that the typical Title I elementary school child received approximately 2 1/2 hours of additional instruction per week during the regular year and/or 8 1/2 hours of service per week during the summer. A student who was also scheduled for psychological services (the most popular supportive service) would have received approximately 1/2 more hour of service per week during the regular year, and/or 4 1/2 more hours of service per week during the summer.

---

[1] In the services excluded from the statement, summer school students received more than 3 times as many hours of instruction.

Since the scope of services provided to a child would be increased if he or she were scheduled for several Title I activities, the likelihood of a child receiving multiple Title I services must also be considered.

Although the number of different services offered per child was not tabulated directly, it can be estimated by studying the proportion of children receiving each service.[1] Table 21 indicates that the "typical" Title I elementary school child received English-reading and/or mathematics and that the "typical" pre-school or kindergarten child only took part in a pre-school or kindergarten program. Thus the typical pre-school or kindergarten child probably received 3 hours of Title I service each week during the regular year and/or 9 1/2 hours each week during the summer. The typical elementary Title I child probably received 2 1/2 hours of Title I service per week during the regular year and/or 8 1/2 hours each week during the summer.

[1]Thus if less than 10% of the children received art, it is unlikely that many children would have received art in addition to another service.

TABLE 21

PERCENT OF TITLE I CHILDREN RECEIVING INSTRUCTIONAL AND SUPPORTIVE SERVICES, FISCAL YEAR 1975

Service Area	Children Served[a]	
	Regular Year	Summer
Instructional Services		
Art or Music	0.5%	13.4%
Business Education	0.1%	8.1%
Cultural Enrichment	12.9%	18.9%
English-Reading	61.0%	48.7%
English-Speech	2.6%	0.4%
English-Other Lang. Arts	12.3%	11.4%
English as a 2nd Lang.	0.6%	0.4%
Home Economics	-	0.6%
Youth Tutoring Youth	5.2%	1.1%
Mathematics	26.6%	31.6%
Psychomotor Skills	5.3%	6.2%
Phy. Ed./Recreation	0.7%	13.6%
Natural Science	0.8%	0.3%
Social Science	0.9%	0.3%
Vocational Ed.	0.1%	0.4%
Special Activities/Hand.	<0.1%	-
Pre-Kindergarten	9.3%	19.8%
Kindergarten	12.8%	11.9%
Other Instruction	3.1%	4.0%
Supportive Services		
Attendance	1.8%	0.8%
Clothing	2.6%	-
Food	1.2%	6.7%
Guidance Counseling	6.7%	2.5%
Health-Dental	1.9%	1.4%
Health-Physical	4.7%	1.8%
Library Services	2.2%	7.2%
Psychological Services	5.3%	4.4%
Social Work	3.3%	3.0%
Speech Therapy	1.2%	2.0%
Transportation	2.5%	20.2%
Services for Hand.	0.1%	-

[a]Percentages are based on 47,029 Title I regular year participants and 12,749 summer school participants.

The number of services offered per district must be interpreted in light of the size of Title I allocations and the supplanting guideline. Districts with allocations less than $12,000 (17% of the FY75 Title I projects) would be hard pressed to provide a variety of Title I services. The supplanting guideline also restricts the number of services which can be provided with Title I funds. Since Wisconsin law requires that districts provide certain supportive services, provision of these services through Title I funds can only be allowed if it is shown that they will be in addition to the state or locally funded service. Since this may create administratively unfeasible situations (such as a child being served by a school, and a Title I funded, nurse or guidance counselor), it is not surprising that the percent of districts offering supportive services has declined over the last several years.

TABLE 22

PERCENTAGE OF DISTRICTS OR PROJECTS OFFERING SUPPORTIVE SERVICES
FISCAL YEARS 1968-1974 AND 1974-1975

Supportive Service	% Change FY68 - 74	% Change[b] FY74 - 75
Attendance	-4.4%	-0.2%
Clothing	-1.4%	-1.0%
Food	-22.8%	-0.7%
Guidance	-22.0%	-1.3%
Health-Dental[a]	-14.4%	+1.0%
Health-Medical	-29.9%	-0.7%
Library Services	-17.7%	-1.2%
Psychological Services	+21.7%	-12.7%
Social Work	-10.3%	-2.6%
Speech Therapy	-10.1%	-10.1%
Transportation	-14.2%	+0.3%
Supportive Services for Handicapped	-5.6%	<0.9%

[a]Reflects percentage change from fiscal year 1969 to 1974.

[b]Percentages are based on the number of districts offering services during the regular year.

Pupil Teacher Ratios

The size and scope of services offered to children is also reflected in the pupil teacher ratios within each of the service areas. Thus, if children receive 5 hours of service each week, but there is only one Title I teacher for 60 students, the extensiveness of the service would be less than that available through a pupil-teacher ratio of 1-15. Table 23 presents the pupil-teacher and pupil-staff ratios for each of the instructional areas.

TABLE 23

PUPIL-TEACHER AND PUPIL-STAFF RATIOS BY INSTRUCTIONAL ACTIVITY AND PROJECT TYPE, FISCAL YEAR 1975

Instructional Activity	Pupil-Teacher Ratio		Pupil-Staff Ratio	
	Regular Yr.	Summer	Regular Yr.	Summer
Art or Music	1-32	1-55	1-25	1-34
Business Education	-	1-86	-	1-51
Cultural Enrichment	1-40	1-13	1-14	1-7
English-Reading	1-40	1-17	1-16	1-9
English-Speech	1-67	1-15	1-15	1-5
Eng.-Other Lang. Arts	1-39	1-18	1-14	1-8
English as a 2nd Lang.	1-38	1-17	1-11	1-9
Home Economics	-	1-15	-	1-6
Youth Tutoring Youth[a]	1-41[a]	1-72[a]	1-7	1-5
Mathematics	1-37	1-18	1-15	1-10
Psychomotor Skills	1-21	1-15	1-10	1-9
Physical Ed./Recreation	1-21	1-56	1-16	1-26
Natural Science	1-26	1-8	1-17	1-7
Social Science	1-37	1-11	1-22	1-11
Vocational Education	1-33	1-8	1-33	1-6
Special Activities for Handi.	1-15	-	1-2	-
Pre-Kindergarten	1-24	1-13	1-9	1-6
Kindergarten	1-21	1-11	1-8	1-6
Other Instruction	1-45	1-17	1-16	1-6

[a]Since the Title I students primary contact was with his tutor rather than with the Title I teacher, the P-T ratio statistic is not really appropriate to this activity.

The lowest pupil-teacher ratios during the regular year were seen in special education for handicapped and physical education or psychomotor skill instruction. Natural and social science, vocational education, and kindergarten instruction showed the lowest pupil-teacher ratios in the summer.

The pupil-staff ratios reported for supportive services were larger than those reported for instructional services.

TABLE 24

PUPIL-STAFF RATIOS BY SUPPORTIVE SERVICE AND PROJECT TYPE
FISCAL YEAR 1975

Supportive Service	Pupil-Staff Ratio	
	Regular Year	Summer
Attendance	1-36	1-21
Clothing	1-36	-
Guidance Counseling	1-49	1-32
Health-Dental	1-60	1-185
Health-Physical	1-66	1-59
Library Services	1-46	1-48
Psychological Services	1-28	1-26
Social Work	1-19	1-18
Speech Therapy	1-41	1-29

When the pupil teacher ratios are analyzed in comparison to the hours of instruction districts reported children received, it appears that small group instruction and/or the use of teacher aides must have been included in reporting the hours of instruction given to children. For example, the pupil-teacher ratio reported for reading instruction during the regular year was 1-40. Yet schools reported that children received approximately 2 1/2 hours of instruction per week. If we assume that a Title I teacher was able to teach 25 hours a week, the average child would have received 1/40 of 25 hours or 0.6 hours of instruction per week if he was seen in a 1-1 basis.[1] However, if this teacher worked with eight groups of 5 children, each child could receive 1/8 of 25 or 3.1 hours of small group instruction per week. If the teacher used an aide to reinforce the concepts presented, the amount of instructional time per student could likewise be extended.

[1]Twenty-five hours of instruction a week is probably too generous an estimate. It was used to represent the maximum amount of instruction that could be provided through one teacher.

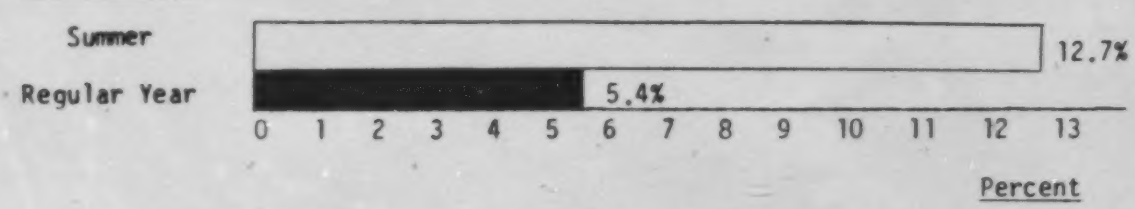
Services to Children in Private Schools

> *"To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency shall make provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate,.."*
>
> *[Part D General Provisions, Section 141A(a)]*

Number of Non-Public Participants

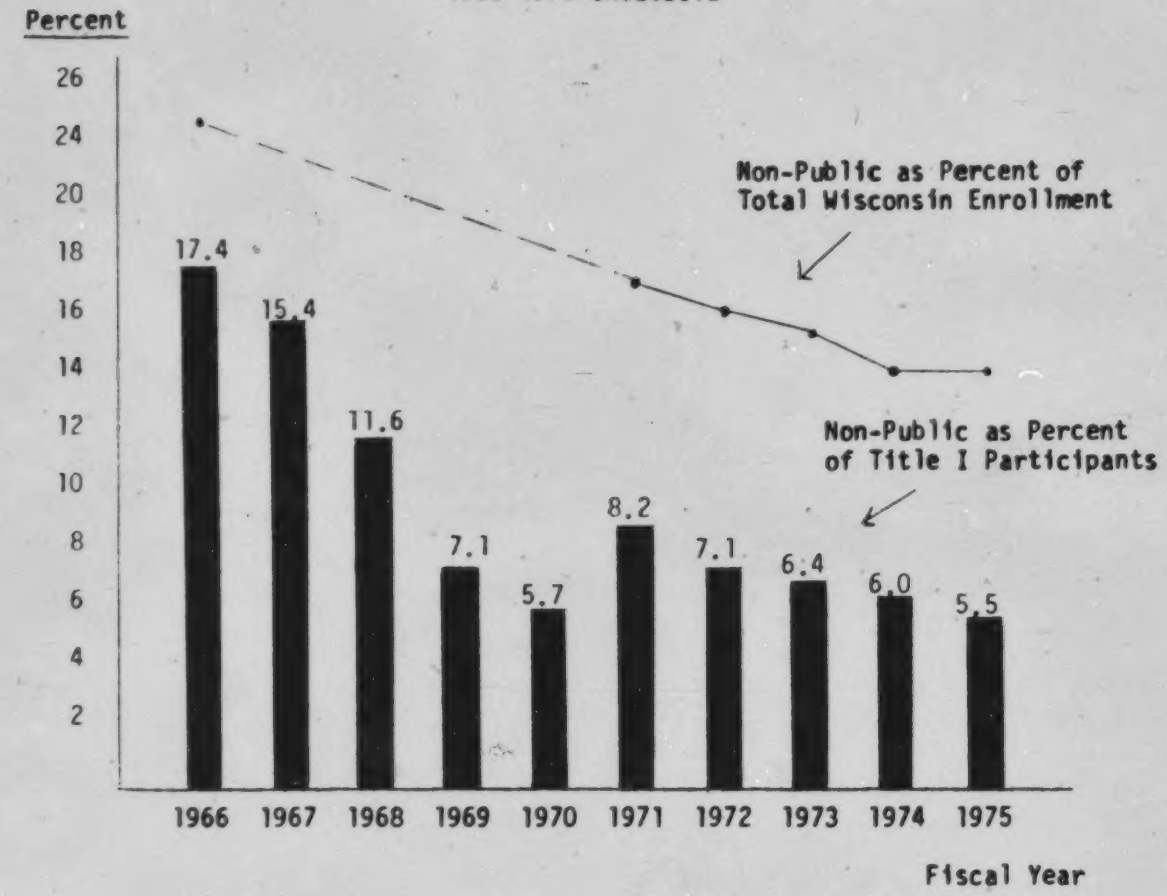
The 2,920 non-public school children who participated in fiscal year 1975 Title I programs represented 5.5% of the total Title I population. Expanded opportunities for serving non-public school children during the summer were reflected in the greater proportion of non-public children participating in Title I summer projects.

Figure 14.--NON-PUBLIC SCHOOL CHILDREN AS PERCENT OF TITLE I PARTICIPANTS, FISCAL YEAR 1975



As figure 15 indicates, a gradual decline in the proportion of non-public Title I participants has followed the statewide decline in the proportion of non-public students.

Figure 15.--PERCENTAGE OF NON-PUBLIC STUDENTS IN TITLE I POPULATION AND IN TOTAL WISCONSIN SCHOOL POPULATION FISCAL YEARS 1966-1975 INCLUSIVE



Grade Level of Non-Public Participants

Most of the non-public Title I participants were in the early elementary grades. The fact that the proportion of non-public pre-school and kindergarten participants (7.9%) was less than the overall proportion of pre-school and kindergarten Title I participants (27.8%), is most likely explained by the small number of Wisconsin non-public schools which offer pre-school or kindergarten programs.

TABLE 25

WISCONSIN NON-PUBLIC TITLE I PARTICIPANTS BY GRADE LEVEL AND TIME OF PARTICIPATION FISCAL YEAR 1975

Grade Level	Regular Year Only	Summer Only	Yearlong	Unduplicated Total	Percent
Pre-k	25	44	67	136	(4.6)
K	44	30	22	96	(3.3)
1	330	130	56	516	(17.7)
2	418	148	74	640	(21.9)
3	368	93	67	528	(18.1)
4	290	80	41	411	(14.1)
5	132	51	25	208	(7.1)
6	94	21	13	128	(4.4)
7	26	9	10	45	(1.5)
8	24	18	4	46	(1.6)
9	8	4	6	18	(0.6)
10	9	-	1	10	(0.3)
11	2	-	-	2	(0.1)
12	-	-	-	-	-
Other	-	55	81	136	(4.7)
Total	1,770	683	467	2,920	(100%)
(Percent)	(60.6)	(23.4)	(16.0)	(100%)	

Percent of Educationally Deprived Non-Public Children Served

Title I guidelines state that the number of non-public school children participating in Title I programs should be consistent with the number of non-public educationally deprived children residing in Title I target areas. In their fiscal year 1975 needs assessment reports, local school districts reported the number of public and non-public children residing in Title I target areas who were below ex- performance levels in reading and mathematics. A random sample of 39 needs assessment reports showed that 90% of the educationally deprived children residing in the Title I target areas were public school children.[1] Since it was estimated

[1]See page of this report for a description of the sampling procedures used in selecting these reports.

that public school children represented 88% of the children enrolled in Title I target areas, the incidence of educationally deprived children in public schools was equivalent to that which would be expected.

TABLE 26

NUMBER AND PERCENT OF EDUCATIONALLY DEPRIVED PUBLIC AND NON-PUBLIC CHILDREN IDENTIFIED IN SAMPLE TITLE I SCHOOL NEEDS ASSESSMENT REPORTS FISCAL YEAR 1975

Assessment Category	Public		Non-Public		Total	
	Number	Percent	Number	Percent	Number	Percent
Reading	16,575	(90.2)	1,790	(9.8)	18,365	(100%)
Mathematics	15,598	(90.3)	1,676	(9.7)	17,274	(100%)

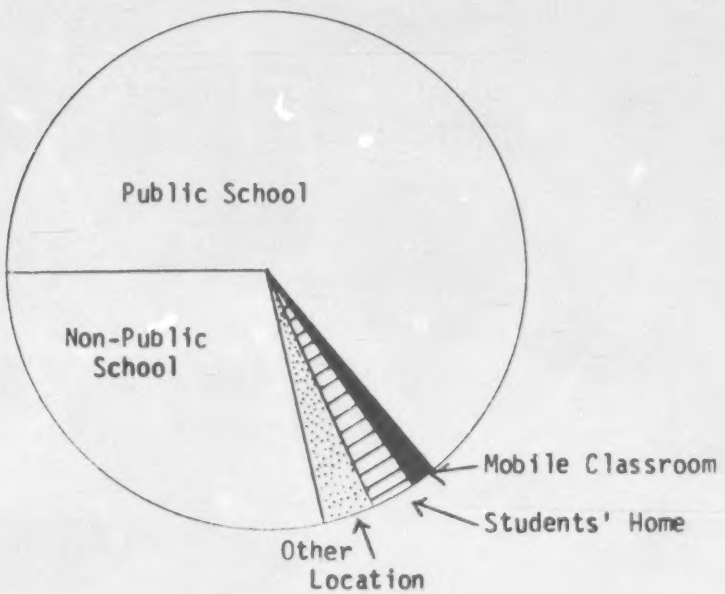
However, since non-public school children represented approximately 10% of the educationally deprived children in Title I target areas, but only approximately 6% of the Title I participants, the proportion of non-public Title I participants was slightly less than would be expected. The numerous difficulties which public schools have encountered in legally serving non-public school children during the regular school year have to be taken under consideration in evaluating the extent to which they complied with the federal guidelines regarding services to non-public school children.

Location of Services to Non-Public Children

The primary problem encountered by districts serving non-public school children was deciding on a suitable location to offer Title I services. Since neither Title I nor State funds could be used to transport non-public school children to and from the public school, and since public school teachers had been advised not to instruct students in the non-public school, districts which had non-public

schools located farther than walking distance from the public school had to make special arrangements to serve non-public students. Over half (64%) of the districts serving non-public students served them in the public school, 29% served them in the non-public school, 3% served them in their own homes, 1% served them in mobile classrooms, and 3% served them in other locations.

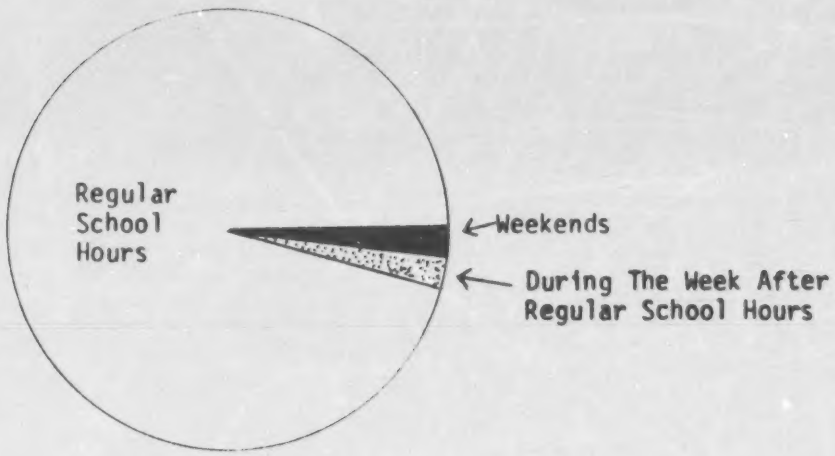
Figure 16.--PERCENTAGE OF TITLE I SCHOOL DISTRICTS BY LOCATION OF SERVICES TO NON-PUBLIC SCHOOL CHILDREN FISCAL YEAR 1975



Time of Service to Non-Public Children

Although a large proportion of the districts serving non-public children had to make special adaptions on the location of the service, few reported making any special arrangements regarding the time of the week when the services were offered. Thus 96% of the districts served non-public school children during the regular school day, 2% served non-public school children during the regular school week but after usual school hours, and 2% reported serving non-public school children on weekends.

Figure 17.--PERCENTAGE OF TITLE I SCHOOL DISTRICTS BY TIME OF SERVICES TO NON-PUBLIC STUDENTS FISCAL YEAR 1975



Type of Services Offered to Non-Public School Children

English reading, mathematics, english language arts and cultural enrichment were the services most frequently offered to non-public school children participating in regular year Title I programs. These services, plus library services, were the services most frequently offered to non-public summer school students.

Although a greater proportion of non-public students received English-reading, the services offered to public and non-public students during the regular school year were very similar.[1] However, certain differences were noted in the summer school services offered to public and non-public students.

During the summer, the proportion of non-public students receiving art or music, business education, cultural enrichment, physical education/recreation, and transportation was more than 5% less than the proportion of public students receiving these services; whereas the proportion of non-public students receiving

[1]Since few non-public schools offer kindergarten the pre-school and kindergarten service categories are excluded from this analysis.

library services and English reading instruction was 5% greater than the proportion of public students receiving these services.

TABLE 27

COMPARISON OF PUBLIC AND NON-PUBLIC PARTICIPANTS
PER SERVICE AREA, FISCAL YEAR 1975

Service Area	Regular Year Percent Served[a]		Summer Percent Served[a]	
	Public	Non-Public	Public	Non-Public
Instructional Services				
Art or Music	<1%	2%	13%	7%
Business Education	<1%	1%	9%	3%
Cultural Enrichment	13%	10%	19%	13%
English Reading	60%	70%	47%	53%
English-Speech	3%	3%	<1%	1%
English-Other Language Arts	12%	13%	11%	13%
English as a 2nd Language	1%	-	<1%	-
Home Economics	-	-	1%	1%
Youth Tutoring Youth	5%	2%	1%	1%
Mathematics	26%	30%	31%	36%
Psychomotor Skills	6%	2%	6%	5%
Physical Ed./Recreation	1%	<1%	14%	6%
Natural Science	1%	-	<1%	<1%
Social Science	1%	<1%	<1%	1%
Vocational Education	<1%	-	<1%	-
Special Activities for [illegible]d.	<1%	-	-	-
Pre-Kindergarten	10%	2%	21%	9%
Kindergarten	13%	1%	13%	3%
Other Instruction	3%	<1%	4%	7%
Supportive Services				
Attendance	2%	1%	1%	1%
Clothing	3%	1%	-	-
Food	1%	-	7%	6%
Guidance Counseling	7%	4%	3%	<1%
Health-Dental	2%	3%	2%	-
Health-Physical	5%	4%	2%	1%
Library Services	2%	4%	7%	13%
Psychological Services	5%	4%	5%	2%
Social Work	3%	1%	3%	3%
Speech Therapy	1%	1%	2%	2%
Transportation	3%	1%	21%	14%
Services for Handicapped	<1%	<1%	-	-
Other Expenditures	1%	<1%	2%	-
(Number of Cases)	(44,792)	(2,237)	(11,599)	(1,150)

[a]Percentage figures are rounded to the nearest whole percent.

Services to Children in Institutions for Neglected and Delinquent Children

"A State agency shall use payments under (Section 123) only for programs and projects,..., which are designed to meet the special educational needs of such (neglected or delinquent) children."[1]

Number of Participants

Two percent (2%) of the children participating in fiscal year 1975 Title I programs were residing in local institutions for neglected and delinquent children. Thus, 73% of the 1,195 neglected and delinquent children counted for local school district Title I allocations actually received Title I services. All of the neglected and delinquent children who participated in Title I were served in a yearlong project, and almost all of these children were in school districts that were members of cooperative Title I projects.

TABLE 28

NUMBER AND PERCENT OF TITLE I NEGLECTED AND DELINQUENT CHILDREN BY TYPE OF PROJECT, FISCAL YEAR 1975

Type of Project	Children	
	Number	Percent
Cooperative	703	(81%)
Independent	165	(19%)
Total	868	(100%)

Type of Services Offered

School districts only reported ten services that were offered to neglected and delinquent children. All of these were instructional, rather than supportive, services.

[1]Elementary and Secondary Education Act as amended by PL 93-380, Subpart 2, Section 123(c).

TABLE 29

NUMBER OF TITLE I NEGLECTED AND DELINQUENT CHILDREN
PER SERVICE CATEGORY, FISCAL YEAR 1975

Service Category	Neglected and Delinquent Title I Participants	
	Regular Year	Summer
Art or Music	31	81
Cultural Enrichment	23	20
English-Reading	230	100
English-Other Lang. Arts	31	30
Mathematics	97	20
Other Instruction	15	1
Phy. Ed./Recreation	-	18
Natural Science	-	12
Social Science	-	17
Vocational Education	-	40
Unspecified	441	529

Staff Inservice Training

> *"A local educational agency may receive a grant under this title for any fiscal year only upon application therefore approved by the appropriate State educational agency, upon its determination,..., in the case of projects involving the use of education aides, the local educational agency sets forth well-developed plans providing for coordinated programs of training in which education aides and the professional staff whom they are assisting will participate together."*[1]

Teachers and Aides Receiving Training

In FY75, Wisconsin Title I school districts employed 2,708 full and part time teacher and aides during the regular year and 1,572 teachers and aides in the summer. School districts reported that 68% of the regular year teachers and aides and 27% of the summer school teachers and aides participated in inservice training funded by ESEA Title I.

---

[1] Elementary and Secondary Education Act Title I as amended by PL 93-380, Part D General Provisions, Section 141(a)(12).

Since only 20% of the teachers and aides working in summer programs had also worked in a regular year project, the majority of summer school teachers and aides did not receive any Title I funded inservice training.

TABLE 30

NUMBER AND PERCENT OF TITLE I STAFF RECEIVING
TITLE I FUNDED INSERVICE TRAINING
FISCAL YEAR 1975

Staff Classification	Regular Year		Summer	
	Number	Percent[a]	Number	Percent[a]
Teacher	790	(61%)	235	(23%)
Aides	1,042	(74%)	193	(36%)
Other	511	N/A[b]	23	N/A[b]
Total	2,343	(68%)	451	(27%)

[a]This column shows the percent of all Title I teachers (or aides) who received Title I funded inservice.

[b]The type of staff included in this category wasn't specified so the percent receiving training could not be determined.

Time Devoted to Training

The average amount of time devoted to inservice training was 32.7 hours per participant during the regular year, and 19.4 hours during the summer.

Expenditures for Staff Inservice

Sixty-eight percent of the school districts operating regular year projects and sixteen percent of the districts operating summer projects, reported allocating part of their Title I monies for inservice training. The estimated inservice expenditures reported by these districts accounted for approximately 1.7% of the regular year budget and 1.8% of the summer school budget. Most school districts reported spending less than $10,000 for staff inservice during the regular year, and less than $5,000 during the summer. The average cost of in-service training was $1,299.59 per district during the regular year, and $1,423.56 per district during the summer.

TABLE 31

EXPENDITURES FOR TITLE I FUNDED INSERVICE TRAINING, FISCAL YEAR 1975

Expenditure Range	Regular Year		Summer	
	Number Districts	Cumulative Percent	Number Districts	Cumulative Percent
$500,000 +	1	100.0%	-	-
$100,000-499,999	1	99.6%	1	100.0%
$50,000-99,999	3	99.2%	-	95.6%
$10,000-49,999	59	98.0%	9	95.6%
$5,000-9,999	59	74.7%	-	56.5%
$1,000-4,999	116	51.4%	9	56.5%
$500-999	11	5.5%	3	17.4%
$100-499	3	1.2%	1	4.3%
$1-99	-	-	-	-
(Number of Cases)	(253)	(68.0%)	(23)	(16.0%)

Parent Involvement

> "(14) *that the local educational agency shall establish an advisory council for the entire school district and shall establish an advisory council for each school of such agency served by a program or project assisted under section 143(a)(2), each of which advisory councils-*
>
> *(A) has as a majority of its members parents of the children to be served,*
>
> *(B) is composed of members selected by the parents in each school attendance area,*
>
> *(C) has been given responsibility by such agency for advising it in the planning for, and the implementation and evaluation of, such programs and projects, and*
>
> *(D) is provided by such agency, in accordance with regulations of the Commissioner, with access to appropriate information concerning such programs and projects."*[1]

Type of Councils

Beginning in 1975, if the enrollment of the Title I schools in a school district equalled 1,000 or more students, in addition to the district-wide council previously required, the district was required to establish a parent advisory council at each Title I school. All other school districts only had to have a district-

[1] Elementary and Secondary Education Act-Title I as amended by PL 93-38 Part D General Provisions, Section 141(a)(14)

wide council. In fiscal year 1975, 63% of the Title I school districts reported having both district-wide and individual school parent advisory councils, 36% reported having only a district-wide council and 1% did not indicate what type of council they had. Fifty-five percent of the districts having only district-wide councils and 60% of the districts having both types of councils were independent school districts.

TABLE 32

NUMBER OF TITLE I SCHOOL DISTRICTS BY TYPE OF PARENT COUNCIL
FISCAL YEAR 1975

Council Type	Project Type			
	Regular Year Only	Summer Only	Yearlong	Total
Cooperative School Districts (N = 221)				
District-Wide Only	50	2	24	(76)
District-Wide and Individual School Councils	95	1	47	(143)
Independent School Districts (N = 157)				
District-Wide Only	29	-	32	(61)
District-Wide and Individual School Councils	61	2	32	(95)
No Response[a]	1	1	1	(3)
Total	236	6	136	(378)

[a]Two cooperative and one independent district did not respond.

Membership of Councils

1975 was also the first year in which school districts had to have parents of Title I participating children represent a majority of parent advisory council voting members.[1] The parent advisory council membership which districts reported in their annual evaluation reports indicated that 49% of the voting members of parent councils were parents of Title I children.

[1]Previously parents of children eligible, but not participating in the Title I project, could be counted toward the majority of voting parent representatives.

TABLE 33

NUMBER OF PARENT ADVISORY COUNCIL MEMBERS BY PROJECT TYPE, FISCAL YEAR 1975

Type of Member	Regular Year Only	Summer Only	Yearlong	Total	Percent
Parent of Title I Child	2,008	25	1,408	3,441	(49)
Parent of Child Eligible but not Participating in Title I	1,182	17	703	1,902	(27)
Non-Public Instructional Staff	34	1	34	69	(1)
Non-Public Administrative Staff	82	3	92	177	(2)
Public School Instructional Staff	441	11	322	774	(11)
Public Administrative Staff	242	6	157	405	(6)
Community Representatives	104	-	69	173	(2)
School Board Members	27	-	15	42	(1)
Other Federal Education Program Representatives	20	-	14	34	(1)
College or University Representatives	1	-	1	2	(<1)
Total	4,141	63	2,815	7,019	(100%)
(Percent)	(59%)	(1%)	(40%)	(100%)	

Parents of Title I children and public school instructional staff were the parent council members most frequently reported by school districts. The average number of parent advisory council members ranged from 12 to 1 per membership category.

Few districts (less than 25%) reported having community representatives, non-public instructional staff, school board representatives, other federal education representatives, or college or university representatives on the parent advisory councils.

TABLE 34

NUMBER OF TITLE I SCHOOL DISTRICTS BY NUMBER AND TYPE OF PARENT COUNCIL MEMBERS FISCAL YEAR 1975

Type of Council Member	Number of Members										
	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25 +	Total	Ave. # Per District
Parent of Title I Child	48	105	95	56	27	14	15	3	10	373	9
Parent of Child Eligible but not Participating in Title I	100	32	8	2	2	2	-	3	12	161	12
Non-Public Instructional Staff	47	2	-	-	-	-	-	-	-	49	1
Non-Public Administrative Staff	138	1	-	-	-	-	-	-	-	139	1
Public Instructional Staff	256	38	6	3	2	-	-	-	1	306	2
Public Administrative Staff	273	5	3	-	-	-	-	-	-	281	1
Community Representatives	72	11	1	-	-	-	-	-	-	84	2
School Board Representatives	41	-	-	-	-	-	-	-	-	41	1
Other Federal Education Program Representatives	22	2	-	-	-	-	-	-	-	24	1
College or University Representatives	2	-	-	-	-	-	-	-	-	2	1

Number of Meetings

Councils in local districts were reported to have an average of 5 meetings during the 1975 project period. Districts that were in cooperative projects also reported attending an average of 3 cooperative parent advisory council meetings.[1]

[1] In most cases, the cooperative parent advisory councils were composed of representatives from each of the district-wide councils.

TABLE 35

NUMBER OF TITLE I SCHOOL DISTRICTS BY NUMBER AND TYPE OF PARENT ADVISORY COUNCIL MEETINGS FISCAL YEAR 1975

Number of Meetings Attended	School District Councils		Cooperative Councils	
	Number	Percent	Number	Percent
1 - 3	98	(26%)	112	(51%)
4 - 6	204	(54%)	49	(22%)
7 - 9	58	(15%)	1	(<1%)
10 - 12	6	(2%)	-	-
13 - 15	4	(1%)	-	-
No Response	8	(2%)	59	(27%)
Total	378	(100%)	221	(100%)

Activities of Parent Advisory Councils

Although providing parents with information on Title I regulations/guidelines and the districts' operating Title I program were the most frequently reported activities of parent advisory councils, most districts also reported that parent advisory council members were involved in evaluation, needs assessment, and program planning.

TABLE 36

NUMBER OF TITLE I SCHOOL DISTRICTS BY PERCENT OF TIME DEVOTED TO PARENT COUNCIL ACTIVITIES FISCAL YEAR 1975

Activity	Percent of Time Devoted to Activity										
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	Total	Percent[a]
Review of Title I Guidelines/Regulations	22	172	142	33	5	-	1	-	-	375	(99%)
Review Districts Current Program	9	87	177	48	23	24	5	2	-	375	(99%)
Review Other Districts Programs	197	76	6	1	-	-	-	-	-	280	(74%)
Planning Next Title I Program	11	95	206	34	10	2	-	-	-	358	(95%)
Evaluating Current Project	26	155	165	18	2	2	1	-	-	369	(98%)
Assessing Student Needs	64	193	76	18	5	-	1	-	1	358	(95%)
Other Activity	35	34	11	4	2	3	1	2	-	92	(24%)

[a]Number of districts reporting activity divided by total number of Title I school districts (378).

Evaluation of Project Effectiveness

> *"That the local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information (which in the case of reports relating to performance is in accordance with specific performance criteria related to program objectives), as may be reasonably necessary to enable the State educational agency to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports."*[1]

Reporting Procedures

The state educational agency provided a reporting format for local districts' use in evaluating their Title I programs.[2] Each district submitted a description of their evaluation plans in the narrative section of their fiscal year 1975 Application for Grant. Districts which had inadequate evaluation procedures were asked to revise their evaluation plans and to submit a description of these revisions to the State Title I office. When the local annual evaluation reports were received in the State agency Title I office, copies were given to the Title I educational consultants and to the Title I evaluator. A summary of the findings in each report was prepared, and copies of these summaries were given to the Title I administrator, and to the Title I educational consultants and project readers who were interested in receiving them.[3]

Review of Report Contents

A review of these summaries showed several factors which limited the usefulness

---

[1]Elementary and Secondary Education Act-Title I as amended by PL 93-380 Part D General Provisions, Section 141(a)(7)

[2]A copy of the format is in the appendix to this report.

[3]Two of the three consultants were interested in receiving these summaries. The third consultant preferred working with the entire report.

of the evaluation reports:

- Omission of standards for interpreting data meant that the significance of student growth could not be easily determined. (Districts often omitted data on Title I students prior rate of growth, and didn't relate student scores to local or national norms, or other specified criteria for performance.)

- Some districts failed to include all grade levels in their evaluation reports. (Kindergarten and pre-school children were most frequently omitted.)

- Many of the districts utilized locally developed tests which had not been normed or tested for validity and reliability. The scores reported on these tests were difficult to interpret.

- In some cases, districts based their findings on a small sample of participants which made the reliability of findings questionable.

- Some performance objectives specified very low levels of attainment. (For example, children were expected to gain .5 grade equivalent in 9 months.) If the district didn't also report the actual amount of growth shown by students, it wasn't possible to determine if the program was effective.

- Some objectives and evaluation findings were written in vague terms, (thus a guidance objective specified children "would not hinder their own or other's progress," and an evaluation stated; "children progressed slowly but deliberately"). Since the criteria used to evaluate student performance wasn't identified, it wasn't possible to interpret the evaluation findings.

- In most cases, the period of time between pre and post tests was not identified. This also made it difficult to interpret the significance of the findings reported.

- Although districts were requested to make recommendations for future Title I programs, they often failed to do so.

- Achievement data was rarely analyzed by grade level. Thus the relative effectiveness of the project services on different grade levels of students couldn't be determined.

- Only a small number of districts tested the statistical significance of reported scores. Thus it could not be determined if gains were due to chance, or if significant growth had occurred.

- Test administration and selection was a problem in selected cases. Thus post tests were not given as planned, or the tests which were given did not relate to the objectives of the project.

- Many evaluations reported the gain scores of students but did not specify the post test status of children in relationship to any educational standard. Thus the reader could not determine the extent to which student gains had resulted in improved performance levels.

- Descriptions of how the projects were implemented were often scanty. Thus even if the evaluation findings could be interpreted, it wasn't possible to determine what was being evaluated.

Submittal Dates

In addition to the problems listed in the content of local reports, the usefulness of many reports was also limited by the time of their completion. Table 37 shows the dates when fiscal year 1975 local evaluation reports were received in the state Title I office. School districts were asked to submit regular year narrative reports by June 15th 1975 and summer school reports by August 15th. However only about half of the reports were received by these dates.

TABLE 37

PERCENT OF LOCAL EVALUATION REPORTS BY DATE OF SUBMITTAL TO STATE TITLE I OFFICE FISCAL YEAR 1975

Date	Regular Year Evaluation	Summer School Evaluation
May-June	57%	5%
July-August	22%	42%
September-October	17%	48%
November-December	3%	3%
January-February	1%	2%
Total	100%	100%

III. EVALUATION OF STUDENT ACHIEVEMENT

Purpose

This section of the evaluation will attempt to describe and interpret the significance of the achievement which Title I reading and mathematics students made during the FY 1975 project period. The following questions will be addressed:

1. To what extent were Title I children below expected performance levels at the start of the project period?

2. Did their gains during the project period equal or exceed their prior rate of gain?

3. To what extent were Title I children below expected performance levels at the end of the project period?

4. To what extent was the discrepancy between the performance level of Title I children and the expected performance level for non-disadvantaged children reduced through their participation in the Title I project?

5. Were the gains which Title I children made related to the length of time they had participated in a Title I program, or to the size of the school district in which they were enrolled?

6. Were Title I projects more effective at the lower, or at the higher, grade levels?

Methodology

Sampling Procedures

Each school district which offered Title I funded reading or mathematics instruction and which used a standardized test for evaluation was asked to report test scores on 15% of the Title I reading (or mathematics) students served per grade level. Districts determined which students to report on by using a table of random numbers supplied with their FY 1975 evaluation forms.[1] They also indicated the total number of reading (or mathematics) students served per grade level so the adequacy of the sampling procedure could be determined.

All districts which reported spending Title I monies for reading or mathematics were included in this survey. Although this procedure risked over-representing students in the small rural school districts, the response rate obtained in the FY 1974 survey indicated that it was necessary to include as many districts as possible to obtain an adequate sample of student scores.[2]

Type of Data Reported

Tests Used.-The scores which school districts reported were from a variety of standardized reading and mathematics tests since Wisconsin does not have a statewide testing program, and the state Title I office does not require school districts to use specific tests.

---

[1]Appendix I of this report contains a copy of the test chart reporting directions given to LEAs.

[2]See: State of Wisconsin Annual Evaluation Report, ESEA Title I, 1973-74, pages 86, 99, and 110.

Data Analysis

Two methods were used to aggregate the test scores which school districts reported. The scores from 1st-3rd and 7th-12th reading students and 1st-12th grade mathematics students were analyzed by grade equivalents. Fourth through sixth grade reading student scores were analyzed by Anchor test stanines.

First Method-Grade Equivalent Scores

Project Rate.-Pre and post test scores for 1st-3rd and 7th-12th reading students (and 1st-12th grade mathematics students) were reported as the grade equivalent (henceforth G.E.) gain per month between pre and post testing. Since standardized tests use norming tables which divide the academic year into ten months, the maximum number of months between pre and post testing was ten. A student showing an expected average rate of achievement would have a monthly grade equivalent gain of 0.10, and would thus increase his actual grade equivalent placement by 1.0 grade equivalent each year. (See illustration below:)

Grade Level At Pre Test	Expected G.E. Score[1] At Pre Test	G.E. Gain Per Year	Expected G.E. Score At Start of Next Grade[1]
2nd	2.0	1.0	3.0
3rd	3.0	1.0	4.0
4th	4.0	1.0	5.0

The monthly G.E. gain (henceforth project rate) was calculated as follows:

$$\text{Project Rate} = \frac{\text{(Post Test G.E.)-(Pre Test G.E.)}}{\text{\# Months Between Tests}}$$

Prior Rate.-To provide a basis for comparison, an index reflecting students'

[1]The scores shown would be expected in September. The expected score would increase by 0.1 each month thereafter. eg. a 2nd grade student tested in May would be expected to have a grade equivalent score of 2.8.

prior rate of gain was computed for 2nd through 12th grade. This index reflected the discrepancy between the actual rate of gain shown by Title I students prior to the start of the FY 76 project, and the rate of gain necessary for students to be at an expected pre test grade equivalent. If the value of the prior rate index for a student was less than .10, then the student would have shown less than a .10 grade equivalent gain per month, and the pre test grade equivalent level of the student would have been less than expected. The prior rate index was calculated as follows:

$$\text{Prior Rate} = \frac{(\text{Pre test G.E.}) - 1.0}{10\ (\text{Number years in school since 1st grade.})}$$

By using the number of years the student had been in school since first grade, rather than the students grade placement in the divisor, it was possible to discriminate students who had been held back in a grade from those who had not.[1]

If 2 fourth grade students had the same pre test G.E. score but one of them was repeating fourth grade, their prior rate scores would be calculated as follows;

Retained Student	Student Not Retained
$(4.0 - 1.0) \div 10(4)$	$(4.0 - 1.0) \div 10(3)$
$= .075$ or $.08$	$= .10$

Thus the index shows the student who had not been retained to have an expected rate of achievement whereas the student who was retained demonstrating less than expected monthly G.E. gains[2] (ie. less than one month growth for each month in a program.)

Second Method-Anchor Stanine Scores

School districts reported 4th-6th grade reading students' pre and post test raw

[1] If the pre test was given past September, the divisor would have to be increased. (eg. by 1 if in October or by 2 if in November, etc.)

[2] Appendix contains further explanation of the prior rate index.

scores. Districts only reported scores for students who had been tested with one of the tests included in the Anchor test norms. These raw scores were transformed to the equivalent raw score on the Metropolitan Achievement test.[1] A computer program was written to tabulate these scores according to their Anchor stanine equivalent. Fifth through sixth grade student pre test scores were tabulated by their post test scores, thus it was possible to determine the amount of gain or regression in stanine placement shown by individual fifth and sixth grade students. Only the post test scores of fourth grade students were tabulated since the Anchor norms do not provide for transforming scores from tests administered to fourth grade students in the fall of the year.

In analyzing the stanine scores of fifth and sixth grade students, maintenance of the same stanine score or a gain of one or more stanines was used as the standard for expected progress. Since this standard identified children who had gained .1 grade equivalent per month, it was comparable to the standard used in analyzing 1st-3rd and 7th-12th grade reading student grade equivalent scores. The post test stanine scores of fourth grade children were analyzed according to the following categories:

Stanine	Achievement Category	Percentile Equivalent
9	Superior	96 and above
7-8	Above Average	77-95
4-6	Average	23-76
2-3	Below Average	4-22
1	Poor	0-3

[1] If an alternate form of the test had been used, scores were first converted to the equivalent score on the test form used in the Anchor study. To analyze the pre test scores for 5th-6th grade students, norms for the previous grade level were used if the test form used had been normed for the previous grade level.

Limitations of Findings

Adequacy of Sample

School districts reported that 25,022 and 10,931 students participated in Title I funded reading and mathematics projects respectively. The reading and mathematics sample response was analyzed to determine if the sample sizes were adequate to represent the achievement of students in each of the twelve grade levels, and in each of the three district enrollment size strata.

Grade Level Samples.-The number of test scores reported for first through tenth grade reading students and first through eighth grade mathematics students was sufficient to expect the sample values to be within ten to twenty percent of the population values.[1] The number of prior rate scores reported for ninth grade mathematics students was also found to meet this criteria. However, the number of scores reported for eleventh and twelfth grade reading students, the number of total reading scores reported for fifth grade students, and the number of mathematics scores reported for tenth through twelfth grade students, were not judged adequate to reflect the achievement of Title I students in these grade levels.

Strata Samples.-As indicated previously, the method used to collect student scores risked over-representing children in the small rural school districts (stratum 1). When the response rate per stratum was compared to the reading (or mathematics) students served per stratum, both the reading and math samples were found to over-represent children in stratum 1, and the math sample was also found to over-represent children in stratum 2. However, the response rates for

[1]See appendix IV for a further discussion of sample adequacy.

each of the six strata were found to be acceptable.

Overall Sample.-Although the sample response prevented a description of the progress made by students in certain grade levels, the total number of scores reported was adequate to reflect the overall achievement of the students served. Since the grade levels with an inadequate response represented only a small proportion of the students served, this limitation was not considered serious.

TABLE 38

NUMBER OF STUDENTS SERVED COMPARED TO SCORES REPORTED BY GRADE LEVEL FOR GRADE EQUIVALENT SAMPLE FISCAL YEAR 1975

Grade Level	Reading			Mathematics		
	Population	Sample		Population	Sample	
		Project Rate	Prior Rate		Project Rate	Prior Rate
1	6,298	374*	N/A	2,316	117*	N/A
2	6,519	589*	569*	2,485	180*	182*
3	6,015	522*	529*	2,348	188*	190*
4	-	-	-	1,870	115*	117*
5	-	-	-	730	82*	88*
6	-	-	-	499	59*	64*
7	471	55*	63*	203	24*	27*
8	394	48*	52*	185	26*	28*
9	377	37*	37*	153	20	22*
10	213	24*	25*	100	12	12
11	67	4	8	39	3	5
12	36	3	3	3	2	3
Total	20,390	1,656*	1,286*	10,931	828*	738*

TABLE 39

NUMBER OF STUDENTS SERVED COMPARED TO SCORES REPORTED BY GRADE LEVEL FOR STANINE SAMPLE

Grade	Population	Sample		
		Comprehension	Vocabulary	Total Reading
4	2,197	32*	73*	70*
5	1,418	44*	53*	18
6	1,017	24*	39*	33*
Total	4,632	100*	165*	121*

TABLE 40

NUMBER OF STUDENTS SERVED COMPARED TO SCORES REPORTED BY STRATA FOR STRATA SAMPLE

Strata	Reading		Math	
	Population	Sample	Population	Sample
1	10,906	951*	4,372	526*
2	5,699	383*	1,549	170*
3	8,417	469*	5,010	189*
Total	25,022	1,803	10,931	885

*Using Tchebychev's inequality relationship, the sample sizes for these groupings are large enough to be 90% confident that the sample values will be within .1 to .3 standard deviations of the population mean. (From Gottman, John M.; and Clasen, Robert E.; Evaluation In Education, A Practitioner's Guide, Itasca, Illinois, F.E. Peacock Publishers, 1972, Page 349.

Tests Used

The scores which school districts reported were taken from a variety of standardized reading and mathematics tests. Since the scores on these tests were based on the performance of different norm groups, the extent to which they can be considered comparable is open to question. To some extent, use of the Anchor norms for grades 4-6 reduced this weakness for these grade levels. Looking at the frequency of reported scores per test for the other grade levels also indicates that a few tests accounted for the majority of reported scores. Thus while 24 reading and 18 mathematics tests were included in the analysis, 6 reading tests accounted for 84% of the reported scores, and 6 mathematics tests accounted for 81% of the reported scores.

TABLE 41

NUMBER AND PERCENT OF READING AND MATHEMATICS SCORES REPORTED BY TEST NAME, FISCAL YEAR 1975

Test Name	Reading-Grades 1-3, 7-12		Mathematics-Grades 1-12	
	Number	Percent	Number	Percent
Iowa Test of Basic Skills	103	6.1*	74	8.9*
Metropolitan Achieve. Test	164	9.6*	93	11.2*
California Achieve. Test	90	5.3	52	6.3
Standford Achieve. Test	195	11.5*	116	14.0*
Wide Range Achieve. Test	245	14.4*	212	25.6*
Science Research Assoc. Ach.	15	0.9	19	2.3
Peabody Individual Achieve.	205	12.0	116	14.0*
Key Math Test	N/A	-	59	7.1*
Comp. Test of Basic Skills	15	0.9	9	1.1
Ed. Development Series Test	2	0.1	3	0.4
Gates Mac Ginitie Reading	509	30.0*	N/A	-
Standford Diag. Reading	73	4.3	N/A	-
Lyons and Carnahan Reading	3	0.2	N/A	-
Durrell-Sullivan Reading	33	1.9	N/A	-
Primary Reading Profiles	2	0.1	N/A	-
Nelson Reading Test	7	0.4	N/A	-
Grey Oral Reading Test	13	0.8	N/A	-
Woodcock Reading Test	4	0.2	N/A	-
Gilmore Oral Reading	6	0.4	N/A	-
All Other	15	0.9	75	9.1
Total	1,699	100.0%	828	100.0%

*Tests accounting for a majority of the scores reported.

Data Analysis

Two of the major weaknesses that could be classified under the heading of data analysis are the likelihood of errors in calculating the prior and/or project rates, and a failure to adjust prior rate scores for month of test administration. Since the student scores were calculated by local school personnel who, in several cases, were not used to working with such calculations, it is likely that mathematical errors were introduced at this point. It is also likely that the divisor for the prior rate was not always increased by .1 for each month past September the pre test was given. Since the directions given to school personnel did not emphasize that this should be done, it is possible that this adjustment for the month of pre testing was not always made. The result of omitting this adjustment would be to raise the prior rate score for the child.

The complexity of using the Anchor test norms must also be considered as a possible source of error in data analysis. To use these norms several transformations had to be made in the scores originally supplied by the school districts. Since the kind of transformations necessary varied according to the tests used, it is likely that errors were made in arriving at the equivalent Metropolitan Achievement test raw scores.[1]

Time of Test Administration

To determine when pre and post tests had been administered to project children, the reports of districts serving fourth through sixth grade reading students

[1]Before the MAT raw score equivalent could be identified, the raw scores on some tests had to be converted to scaled scores, others had to be converted to grade equivalent scores, etc.

were analyzed.

Although the post test administration times in these 157 districts were primarily clustered in the months of April and May, the pre test dates showed a much more varied picture. The most popular pre test months (September and October) were reported by less than half of the school districts. A sizeable percentage of the districts also reported a combination of pre and/or post test dates. This was primarily caused by testing different grade levels at different times.

TABLE 42

PERCENT OF DISTRICTS ADMINISTERING PRE AND POST TESTS BY TIME OF TESTING, FOURTH-SIXTH GRADE READING STUDENTS FISCAL YEAR 1975

Time Test Given	Pre Test	Post Test
Fall (September-November)	49%	-
Winter (December-March)	7%	3%
Spring (April-June)	19%	77%
Summer (July-August)	1%	1%
Combination	8%	7%
Not Reported	16%	12%
Totals	100%	100%

The high percentage of Spring pre test dates is probably caused by school districts on a Spring to Spring district testing schedule. However, the Winter pre test dates reported by 11 districts is difficult to reconcile with the Fall project starting dates. Apparently several children are pre tested well after the start of the Title I program, or are evaluated by a pre test given the previous Winter (6-7 months before the start of the project). In either case, the baseline for student performance could hardly be taken as reflective of student status at the start of the project. Thus any calculation of pre-post test score differences for these students could not be taken as showing the amount of gain made by students during their participation in the Title I project.

Anchor Norms

The achievement of fifth and sixth grade students who were pre tested in the Fall may have been greater than it appeared through use of the Anchor norms.[1] Since the pre test stanine scores of fifth and sixth grade children were based on the Spring norms for the preceding grade level, and since the children probably made some growth over the Summer months, their pre test scores may have been greater than they would have been if Fall norms had been used.

It would be difficult for children to show much gain during the project period if their pre test stanine was higher than their actual performance would warrant.

Expectancies

It should be noted that the formulas used for calculating students' prior and project rates did not yield lower expectancies for children who had lower pre test levels. To show an expected rate of achievement during the project period, a student would have to increase his G.E. score by 0.10 G.E. each month between pre and post tests; and to have an expected prior rate of achievement, a child would have to have the expected grade equivalent score for his grade placement at the time of his pre test. To show an expected prior rate of growth, children who had been retained in a grade level would have to have a grade equivalent score corresponding to the grade placement they would have been in if they had not been retained.[2] Those who feel that lower expectancies

---

[1] Approximately 50% of these students were tested in the Fall.

[2] Since Title I programs serve educationally deprived children it wasn't expected that children would show expected prior rates. However the amount of discrepancy between the expected prior rate and the observed prior rates was of interest.

should be set for underachieving children, will want to consider this in reading the remainder of this report.

Test Levels

Although the level of the test administered to sample students in fiscal year 1975 was not analyzed, the previous statewide Title I evaluation showed that the practice of testing Title I children with tests designed for children in lower grade levels is not uncommon.[1] Thus, the grade equivalent and stanine scores reported for these children may not be comparable to the scores reported for children who were tested with a level of test designed for their actual grade placement. Further, since the stanine scores are developed to compare a students performance with the performance of other students in the same grade level, the normal interpretation of the scores is questionable if children have been down-tested. Since grade equivalent scores tend to also reflect the performance of children in several grade levels, this second problem should not affect the analysis which utilized grade equivalent scores.

Regression Toward The Mean[2]

It is possible that many of the tests used to evaluate the achievement of students during the project period were also used to select children to participate in the Title I program. The gain scores of children who were selected and evaluated by the same test would be greater than their actual gains would warrant. Since student gain scores were not adjusted for regression toward the mean, and since the type of tests used to select and evaluate students was not controlled, this may be a serious limitation.

---

[1]Twenty percent (20%) of the FY 1974 4th-6th grade sample students were reportedly tested at a level below their actual grade placement.

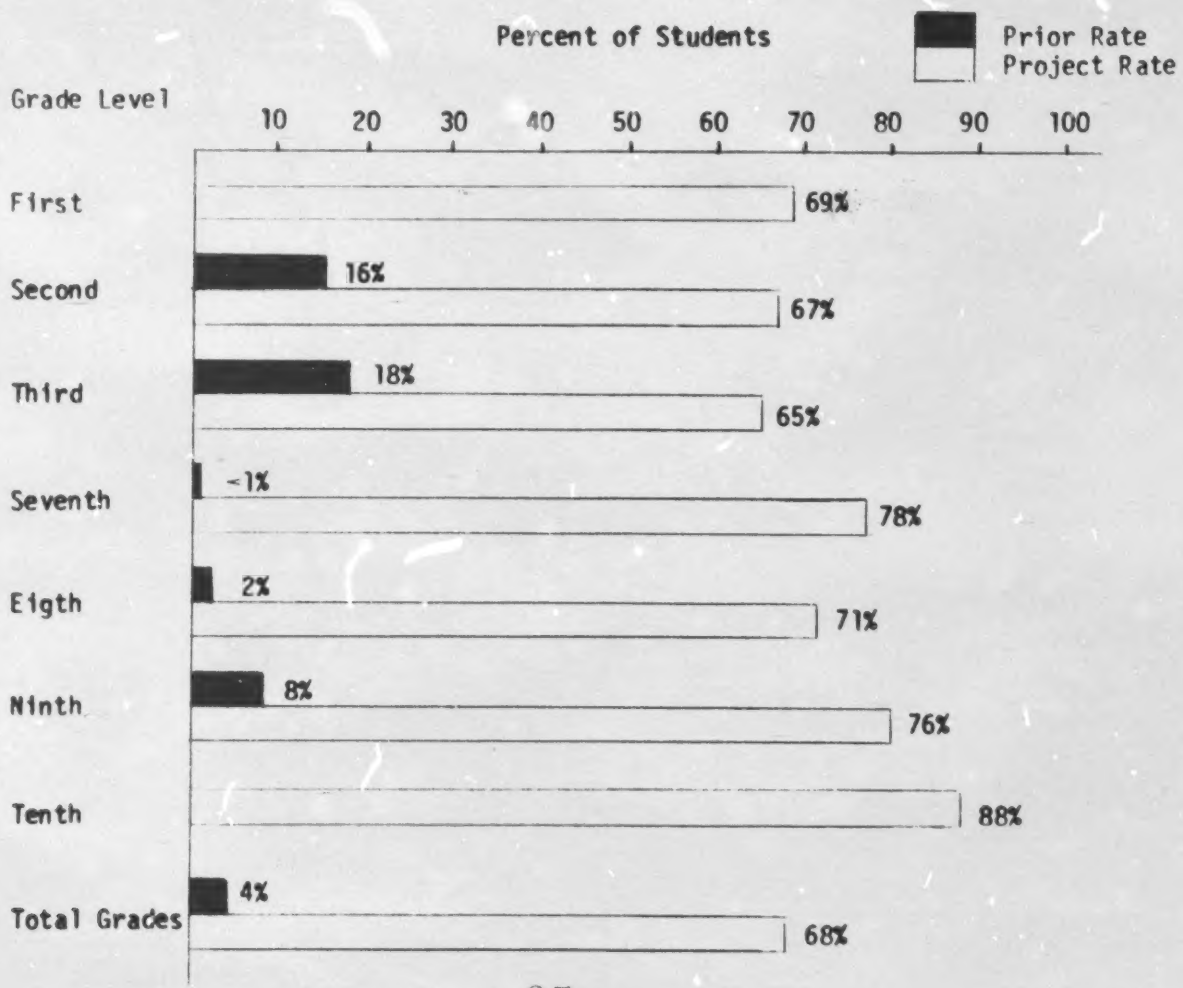
[2]Regression toward the mean refers to the tendency of students who scored low on a pre test to increase their scores on the post test even if their achievement did not improve.

Findings

Reading Achievement, Grades 1-3 and 7-12

Gains Per Grade Level.-The percent of 2nd-3rd and 7th-10th grade students gaining at the expected rate of 0.10 G.E. per month prior to the project period ranged from less than 1% to 16%. In comparison, the percent of 1-3rd and 7th-10th grade students gaining at the expected rate during the project period ranged from 65% to 88%. The number of scores reported for 11th and 12th grade students was too small to warrant separate analysis.

Figure 18.-PERCENT OF FY 1975 SAMPLE READING STUDENTS GAINING AT AN EXPECTED RATE (.10 GRADE EQUIVALENT PER MONTH)



Analysis of the mean prior and project rates for sample students showed the mean prior rate of growth for 2nd-3rd and 7th-10th grade students to range from .05 to .07 G.E. per month; whereas the mean project rate of gain reported for 1st-3rd and 7th-10th grade students ranged from .14 to .24 G.E. per month. The project rate scores reported for 8th and 10th grade students showed more variance than the scores for the other grade levels, consequently the 95% confidence interval for these grades covered a wider range of scores than did the confidence intervals for the other grade levels.[1] With the exception of 3rd grade, the lowest range of the confidence intervals for the mean project rates were consistently at least twice as great as the highest range of the confidence intervals for the mean prior rates.[2]

TABLE 43

PRIOR AND PROJECT RATE MEANS AND CONFIDENCE LEVELS FOR MEANS BY GRADE LEVEL, READING SAMPLE, FISCAL YEAR 1975

Grade Level	Prior Rate			Project Rate		
	N	Mean	95% Confidence Interval	N	Mean	95% Confidence Interval
1	-	-	N/A	374	.16	.146-.167
2	569	.06	.060-.067	589	.15	.138-.154
3	529	.07	.067-.076	522	.14	.132-.148
7	63	.07	.048-.085	55	.20	.162-.229
8	52	.05	.044-.057	48	.21	.160-.261
9	37	.05	.045-.062	37	.17	.135-.214
10	25	.05	.043-.059	24	.24	.167-.311

To determine if the gains which children made during the Title I project were significantly greater than their prior rate of gain, a t test of paired means was computed for grades 2-3 and 7-10. Since all of the computed t values for these comparisons were significant at the .05 level, the null hypothesis that

[1]The smaller samples in these grades also affected the length of the confidence intervals.

[2]The confidence levels were computed at the .05 level. Thus we can be 95% confident that the values presented include the population mean (the mean that would result from testing all, rather than a sample of, Title I students in a specified grade level).

the project rate was less than or equal to the prior rate was rejected.

TABLE 44

ANALYSIS OF MEAN DIFFERENCE BETWEEN PRIOR AND PROJECT GRADE EQUIVALENT RATES BY GRADE LEVEL, READING SAMPLE FISCAL YEAR 1975

Grade	Number of Paired Observations	Mean Difference In Rates	t Value
2	599	.08	19.87*
3	537	.07	14.48*
7	64	.11	5.83*
8	52	.15	6.29*
9	37	.12	5.91*
10	25	.18	5.44*

*Shows t value significant at .05 level.

Gains of Lowest Achieving Students.-Data on both the prior rate of gain and the project rate of gain was reported for 1,352 students.[1] Sixty-seven percent (67%) of the 1,138 students who had gained less than .10 G.E. per month prior to the project, reached or exceeded this expected rate of gain during the project period. Nine percent (9%) of the children who had shown less than an expected prior rate of gain, almost reached the expected rate of gain (gaining .08 to .09 G.E. per month during the project period), and 24% gained less than .08 grade equivalent per month.

[1]Since this data was not tabulated by grade level, approximately seventy-five 4th-6th graders were inadvertently included.

TABLE 45

LOWEST ACHIEVING READING SAMPLE STUDENTS BY RATE OF GRADE EQUIVALENT GAIN DURING THE PROJECT PERIOD FISCAL YEAR 1975

Prior Rate of Gain	Project Rate of Gain							Total Number
	0-.04	.05-.07	.08-.09	.10-.15	.16-.20	.21-.29	.30+	
0-.04	67	46	33	112	82	62	37	439
.05-.07	62	65	50	128	100	62	37	504
.08-.09	20	18	24	56	32	30	15	195
Total	149	129	107	296	214	154	89	1138
% of Total	13	11	9	26	19	14	8	100%
	33%			67%				

Gains In Different Enrollment Strata.-The prior and project rates of 1st-12th grade students were also analyzed according to the size of the enrollment in their school district. This analysis did not show any large differences in the mean prior or project rates of children in the three enrollment size groupings (strata). The weighted means calculated from these three strata yielded a project rate (0.1526) which was twice as large as the weighted prior rate mean (.0654).

TABLE 46

PRIOR AND PROJECT RATE MEANS AND CONFIDENCE LEVELS FOR MEANS BY ENROLLMENT STRATUM, READING SAMPLE, FISCAL YEAR 1975

	Enrollment Stratum	Prior Rate				Project Rate			
		N	Mean	Standard Deviation	95% Confidence Interval	N	Mean	Standard Deviation	95% Confidence Interval
1	Under 2,000	764	.07	.06	.070-.078	916	.15	.10	.140-.153
2	2,000-4,999	288	.06	.03	.061-.069	368	.15	.09	.144-.164
3	5,000 +	365	.06	.04	.054-.064	443	.16	.11	.148-.169
	Total	1417				1727			

The t values computed on the prior and project means in each of the strata were also significant at the .05 level, leading to a rejection of the null hypothesis that the project rate was less than or equal to the prior rate.

TABLE 47

ANALYSIS OF MEAN DIFFERENCE BETWEEN PRIOR AND PROJECT GRADE EQUIVALENT RATES BY STRATUM, READING SAMPLE, FISCAL YEAR 1975

Stratum	Number of Paired Comparison	Mean Difference	t Value
1	951	.08	22.11*
2	383	.10	18.28*
3	469	.10	18.80*

*Shows t value significant at .05 level.

Gains by Years of Project Participation.-School districts reported that the 1st-3rd and 7th-12th grade reading sample students had participated in Title I from 1 to 9 years. The average number of years of participation was 1.6 years.

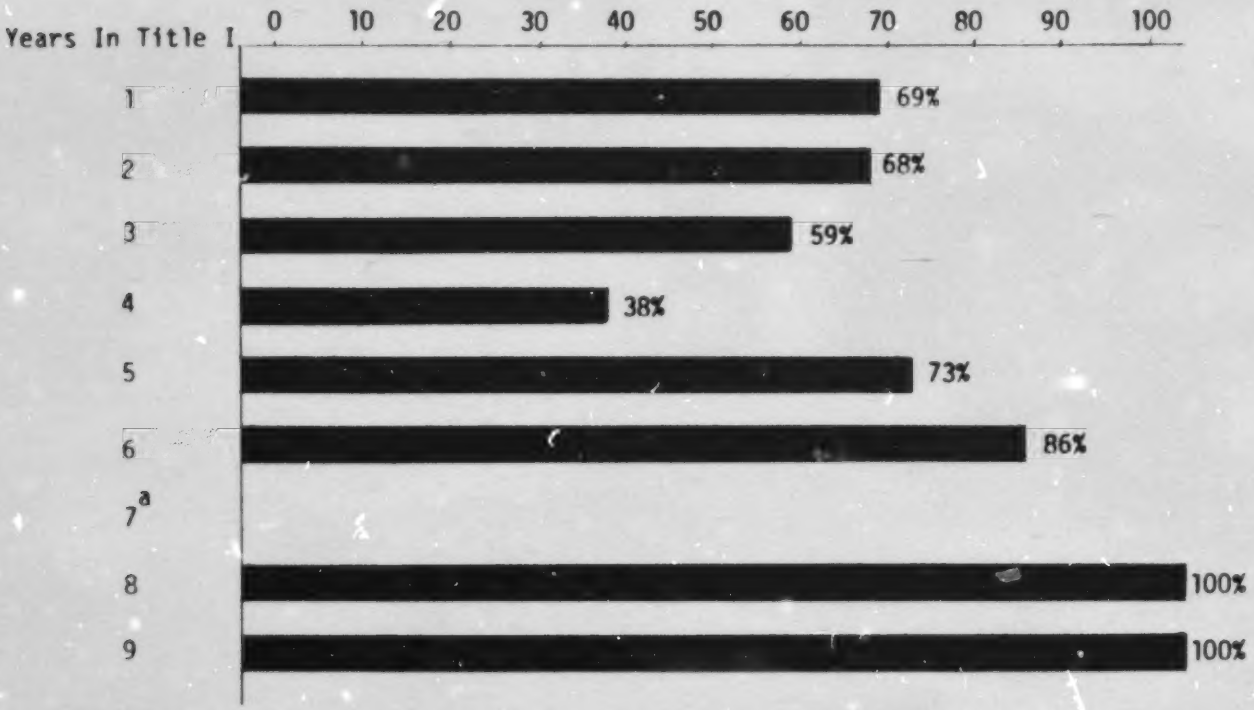
TABLE 48

NUMBER AND PERCENT OF 1ST-3RD AND 7TH-12TH GRADE READING SAMPLE STUDENTS BY YEARS OF PARTICIPATION IN TITLE I FISCAL YEAR 1975

Years In Title I	Number	Percent
1	911	55%
2	499	30%
3	207	12%
4	24	1%
5	11	1%
6	7	<1%
7	-	-
8	4	<1%
9	2	<1%
Total	1,665	100%

The likelihood of a student making expected gains during the project period did not appear to be related to the number of years he or she had participated in Title I programs.

Figure 19.--PERCENT OF 1ST-3RD AND 7TH-12TH GRADE READING SAMPLE STUDENTS GAINING .10 G.E. PER MONTH BY YEARS OF TITLE I PARTICIPATION, FISCAL YEAR 1975



[a]No children were reported to have participated in Title I for 7 years.

Estimated Pre and Post Grade Placement.-Insofar as the prior rate index reflects the extent to which student scores differed from expected grade equivalent scores for their grade placement, it can be used to estimate the actual grade placement of students at the beginning of the project. The students rate of gain in the project can then be used to estimate grade placement students would show at the the beginning of the next grade.[1]

[1] Prior Rate $= \left(\frac{\text{G.E. at Pre Test} - 1.0}{10\ (\text{Years})}\right)$ therefore

(Prior Rate (10 (Years)) + 1.0) = G.E. at Pre Test.

By multiplying the project rate of gain by 10, and adding this answer to the estimated pre test G.E., an estimate of the G.E. score which children would show at the beginning of the next school year was obtained.

Analysis of student prior and project rate scores in this manner indicated that the amount of growth which students made during the project period greatly reduced the discrepancy between their estimated grade placement and their expected grade placement. However, only in second and third grade was this reduction large enough to indicate that Title I students would be at (or close to) the expected grade placement at the beginning of the next grade. Since the prior rate scores showed Title I children in the higher grade levels to be further behind their expected grade placement, it is not surprising that they were also expected to be further behind their expected grade placement at the beginning of the next (FY 1976) school year.

TABLE 49

COMPARISON OF ESTIMATED AND EXPECTED GRADE PLACEMENT OF 2ND-3RD AND 7TH-10TH GRADE READING SAMPLE STUDENTS FISCAL YEAR 1975

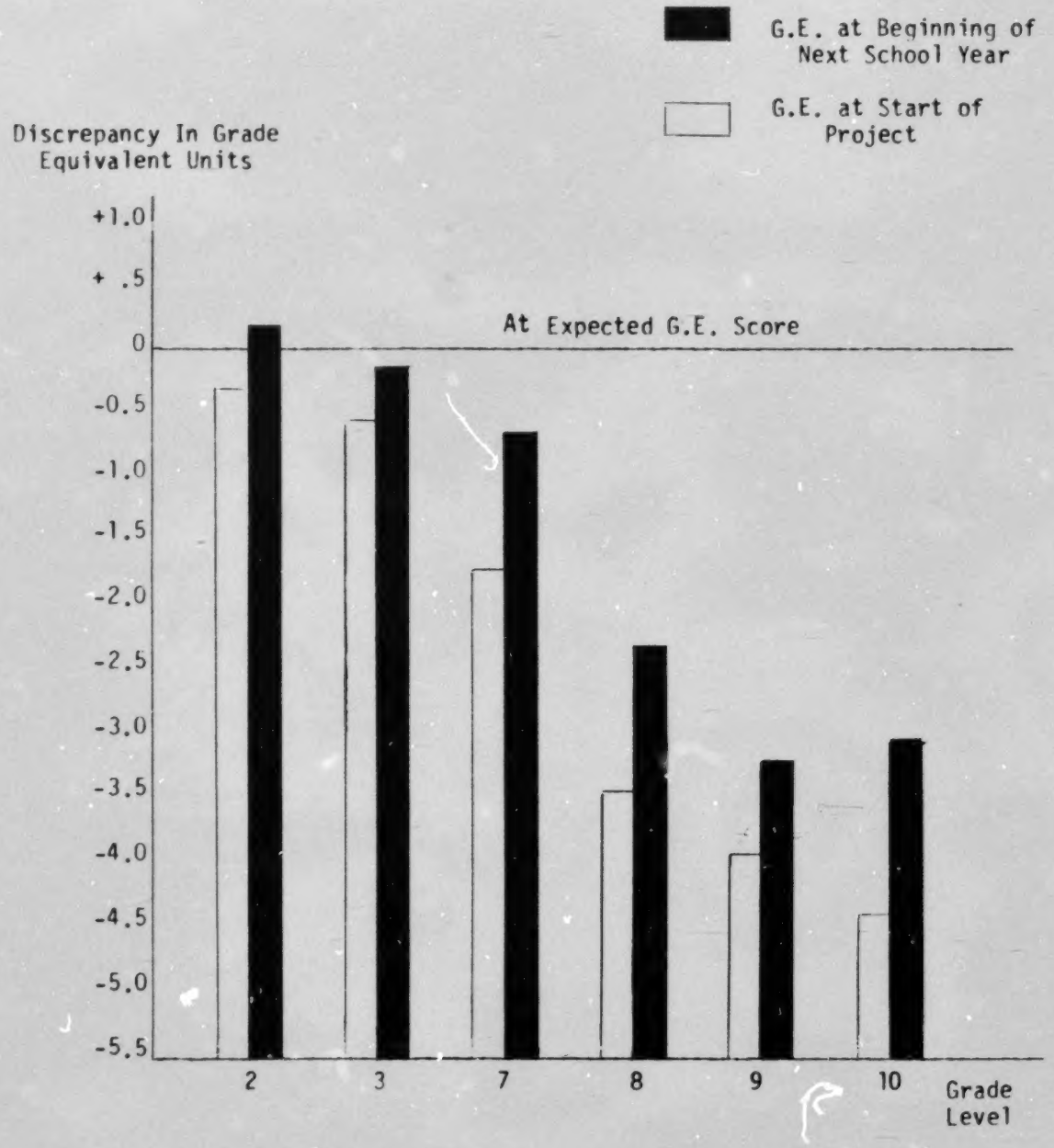
Grade Level	G.E. Score Entering Project			G.E. Score At Beginning Of Next School Year			Reduction In Discrepancy[c]
	Expected	Estimated[a]	Discrepancy	Expected	Estimated[b]	Discrepancy	
2	2.0	1.6	-0.4	3.0	3.1	+0.1	+0.5
3	3.0	2.4	-0.6	4.0	3.8	-0.2	+0.4
7	7.0	5.2	-1.8	8.0	7.2	-0.8	+1.0
8	8.0	4.5	-3.5	9.0	6.6	-2.4	+1.1
9	9.0	5.0	-4.0	10.0	6.7	-3.3	+0.7
10	10.0	5.5	-4.5	11.0	7.9	-3.1	+1.4

[a]Estimated G.E. = Prior Rate $\bar{X}$ (10(Years))+1.

[b]Estimated G.E. = (Estimated Pre Test G.E.) + 10 (Project Rate $\bar{X}$).

[c]Reduction = (Discrepancy at Beginning of Next School Year)-(Discrepancy Entering Project).

Figure 20.-COMPARISON OF DISCREPANCY BETWEEN READING SAMPLE STUDENTS EXPECTED AND ESTIMATED GRADE EQUIVALENT SCORES AT THE START OF THE TITLE I PROJECT AND AT THE BEGINNING OF THE NEXT (FY1977) SCHOOL YEAR

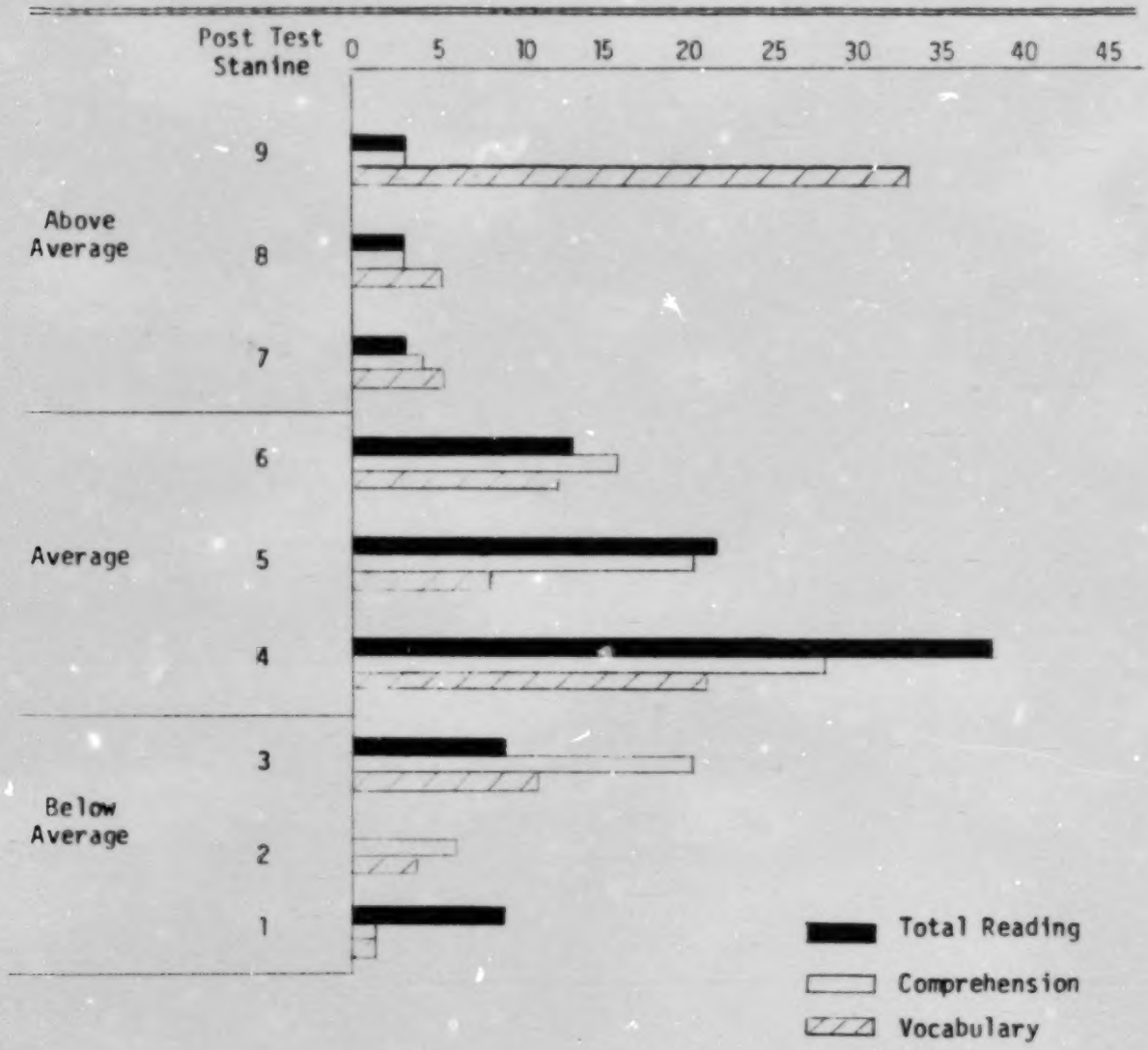


Reading Achievement Grades 4, 5, and 6

Fourth Grade.-Since the Anchor norms did not provide any method for analyzing the pre test scores of fourth grade students, only their post test scores were

tabulated.[1] The total reading scores for fourth grade children showed 9% scoring above average, 73% making average scores, and 18% scoring below average. In comprehension; 10% scored above average, 63% made average scores, and 27% scored below average. Fourth grade students scored the highest on the vocabulary subtests (44% above average, 41% average and 15% below average).

Figure 21.-- PERCENT OF FOURTH GRADE READING SAMPLE STUDENTS BY POST TEST STANINE AND TEST TYPE, FISCAL YEAR 1975



[1]For further information on the Anchor test norms see: Loret, Peter G.; Seder, Allan; Bianchini, John C.; and Vale, Carol A.; Anchor Test Study Equivalence and Norms Tables for Selected Reading Achievement Tests, Washington, D.C.; Government Printing Office, 1974.

Fifth and Sixth Grade.-In analyzing 5th-6th student scores, the number of children staying at the same stanine, or gaining 1 or more stanines, was used as the standard of expected progress. Since the sample response for 5th grade total reading scores was too small to adequately represent the students served, only vocabulary and comprehension scores were used. These scores showed that 75% to 83% of the sample students made expected progress during the project period. In sixth grade, the number of students showing expected gains ranged from 60% to 95% depending upon the type of test used.

TABLE 50

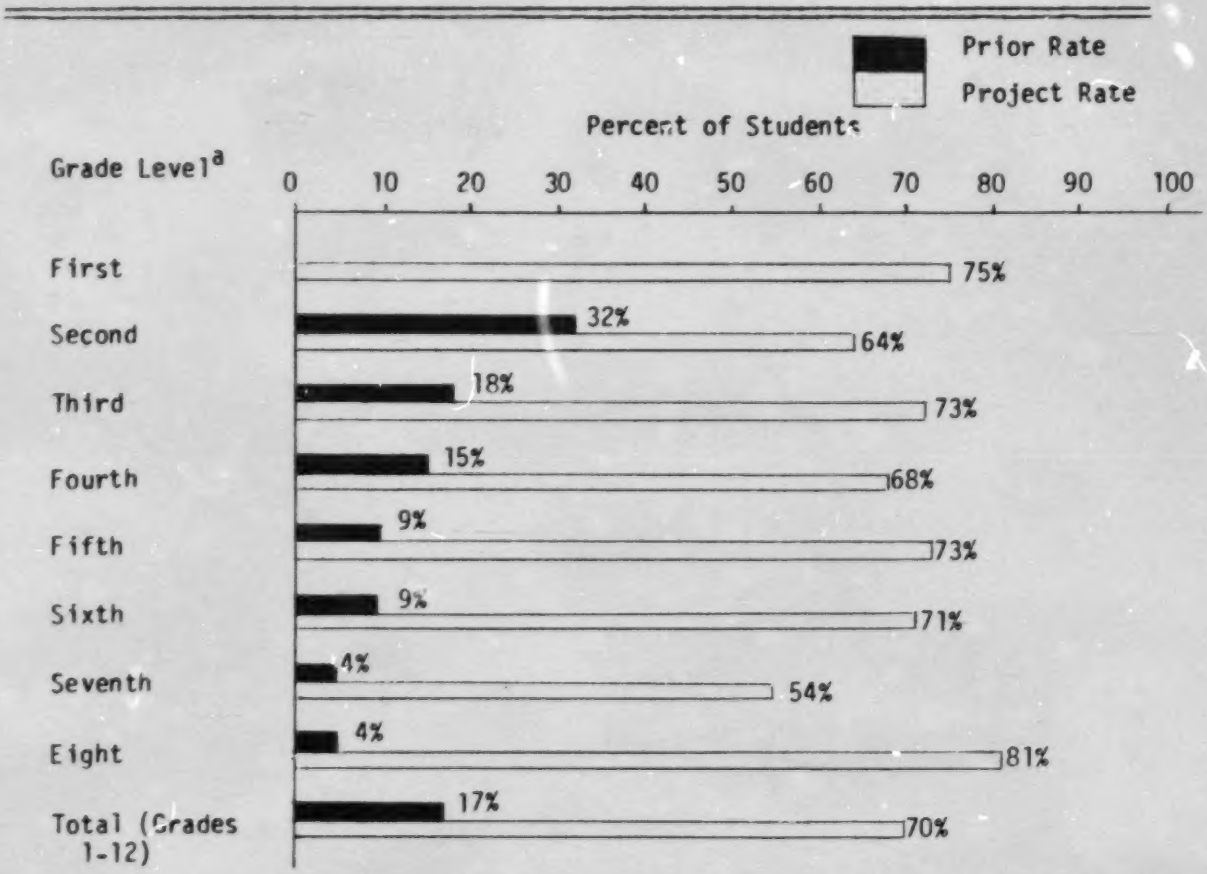
NUMBER AND PERCENT OF FIFTH AND SIXTH GRADE READING SAMPLE STUDENTS BY STANINE GAIN OR LOSS AND TEST TYPE, FISCAL YEAR 1975

Gain or Loss	Vocabulary		Comprehension		Total Reading	
	Percent	Number	Percent	Number	Percent	Number
Fifth Grade						
Loss of 1 or more stanines	17%	(9)	25%	(11)	N/A	
No change	40%	(21)	27%	(12)		
Increase by 1 stanine	22%	(12)	16%	(7)		
Gain of 2 or more stanines	21%	(11)	32%	(14)		
Total	100%	53	100%	44		
Sixth Grade						
Loss of 1 or more stanines	5%	(2)	39.5%	(13)	17%	(4)
No change	13%	(5)	39.5%	(13)	12%	(3)
Increase by 1 stanine	18%	(7)	6%	(2)	12%	(3)
Gain of 2 or more	64%	(25)	15%	(5)	58%	(14)
Total	100%	39	100%	33	100%	24

Mathematics Achievement, Grades 1-12

Gains Per Grade Level.-Seventy percent (70%) of the 1st-8th grade mathematics sample students gained .10 or more grade equivalent (G.E.) per month during the project period, but only 17% of the 2nd-8th grade sample students had shown this rate of gain prior to the project period. The proportion of students showing an expected prior rate of gain decreased as the grade level increased. Since the sample response for grades 9-12 was too small to adequately represent the students served, these grades were not analyzed separately.

Figure 22.--PERCENT OF FY 1975 MATHEMATICS SAMPLE STUDENTS GAINING .10 GRADE EQUIVALENT PER MONTH BY GRADE LEVEL



[a]The number of students reported in grades 9-12 was too small to constitute an adequate sample. Ninth through 12th grade children are included in the total however.

The mean prior rates for 2nd-8th grade sample students ranged from .06 to .09 G.E. per month, whereas the mean project rates for 1st-8th graders ranged from .14 to .19 G.E. per month. The 95% confidence levels for the prior and project means indicate that the difference between mathematics students' prior and project means was not as marked as that observed in the reading sample students.[1] Only in fifth grade was the lower limit of project rate confidence interval twice the value of the upper limit of the prior rate confidence interval.

TABLE 51

PRIOR AND PROJECT RATE MEANS AND CONFIDENCE INTERVALS FOR MEANS BY GRADE LEVEL, MATHEMATICS SAMPLE, FISCAL YEAR 1975

	Prior Rate				Project Rate			
Grade Level	N	Mean	Standard Deviation	95% Confidence Interval	N	Mean	Standard Deviation	95% Confidence Interval
1	-	-	-	-	117	.18	.11	.158-.197
2	182	.09	.10	.074-.104	180	.14	.11	.122-.154
3	190	.08	.10	.070-.098	188	.17	.13	.149-.185
4	118	.08	.08	.065-.093	115	.16	.14	.137-.190
5	88	.07	.03	.062-.076	82	.16	.10	.139-.185
6	64	.08	.08	.055-.095	59	.17	.11	.140-.198
7	27	.06	.06	.038-.087	24	.17	.17	.092-.241
8	28	.07	.11	.023-.114	26	.19	.14	.136-.250

To test the significance of the differences between prior and project rate means, a t test for paired observations was computed for grades 2-8. Since each of the t values was significant at the .05 level, the null hypothesis that the project rate mean was less than or equal to the prior rate mean was rejected for each grade level.

[1] Since the confidence intervals were computed at the 95% level, the probability is 95% that the population mean (the mean that would result from testing all children in a specified grade level) would be greater than the lower value, but less than the upper value, of the confidence interval.

TABLE 52

ANALYSIS OF MEAN DIFFERENCE BETWEEN MATHEMATICS SAMPLE STUDENTS' PRIOR AND PROJECT GRADE EQUIVALENT RATES PER GRADE LEVEL FISCAL YEAR 1975

Grade Level	Number of Paired Observations	Mean Difference In Rates	t Value
2	192	.05	5.11*
3	193	.08	8.44*
4	118	.08	7.22*
5	89	.09	7.81*
6	64	.09	4.78*
7	27	.09	2.80*
8	29	.11	4.19*

*Shows t value significant at .05 level.

Gains of Lowest Achieving Students.-Both prior and project rate of gain scores were reported for 708 students. These scores showed that 69% of the students who had gained less than .10 G.E. per month prior to the project period gained .10 or more G.E. per month during the project period, ten percent (10%) of the children who had shown less than the expected prior rate of gain almost reached the expected rate of gain (gaining .08 to .09 G.E. per month), and 21% were significantly below the expected gain (gaining 0 to .07 G.E. per month).

TABLE 53

LOWEST ACHIEVING MATHEMATICS STUDENTS BY PROJECT AND PRIOR RATES OF GRADE EQUIVALENT GAIN, FISCAL YEAR 1975

Prior Rate	Project Rate							
	0-.04	.05-.07	.08-.09	.10-.15	.16-.20	.21-.29	.30+	Total
0-.04	18	15	15	51	33	29	20	181
.05-.07	32	34	29	84	37	37	24	277
.08-.09	19	9	14	43	18	16	12	131
Total	69	58	58	178	88	82	56	589
Percent	(12)	(10)	(10)	(30)	(15)	(14)	(9)	(100%)

Gains of Students In Different Enrollment Strata.-Analysis of the prior and project rates of gain of sample students according to their school district

enrollment size did not show any marked differences in the prior or project achievement rates of students in different size school districts.

TABLE 54

PRIOR AND PROJECT RATE MEANS AND CONFIDENCE INTERVALS FOR MEANS BY SCHOOL DISTRICT ENROLLMENT SIZE, MATHEMATICS SAMPLE FISCAL YEAR 1975

	Prior Rate				Project Rate			
Stratum[a]	N	Mean	Standard Deviation	95% Confidence Interval	N	Mean	Standard Deviation	95% Confidence Interval
1	452	.08	.10	.075-.093	494	.16	.12	.150-.172
2	131	.08	.08	.062-.089	158	.17	.12	.150-.190
3	167	.06	.04	.057-.070	176	.16	.11	.140-.173

[a]Districts in stratum 1 enrolled less than 2,000 students, districts in stratum 2 enrolled 2,000-4,999 students, and districts in stratum 3 enrolled 5,000 or more students.

The project rate of gain was significantly greater than the prior rate of gain in each of the three strata.

TABLE 55

ANALYSIS OF MEAN DIFFERENCE IN PRIOR AND PROJECT RATES BY SCHOOL ENROLLMENT SIZE, MATHEMATICS SAMPLE, FISCAL YEAR 1975

Strata	School District Enrollment Size	Number of Paired Observations	Mean Difference Between Prior and Project Rates	t Value
1	Under 2,000	526	.08	13.92*
2	2,000-4,999	170	.10	9.47*
3	5,000 +	167	.06	18.36*

*Shows t value significant at .05 level.

Gains by Years of Participation.-Districts reported that the mathematics sample students had participated in Title I from 1 to 6 years. The average number of years of participation was 1.8 years.

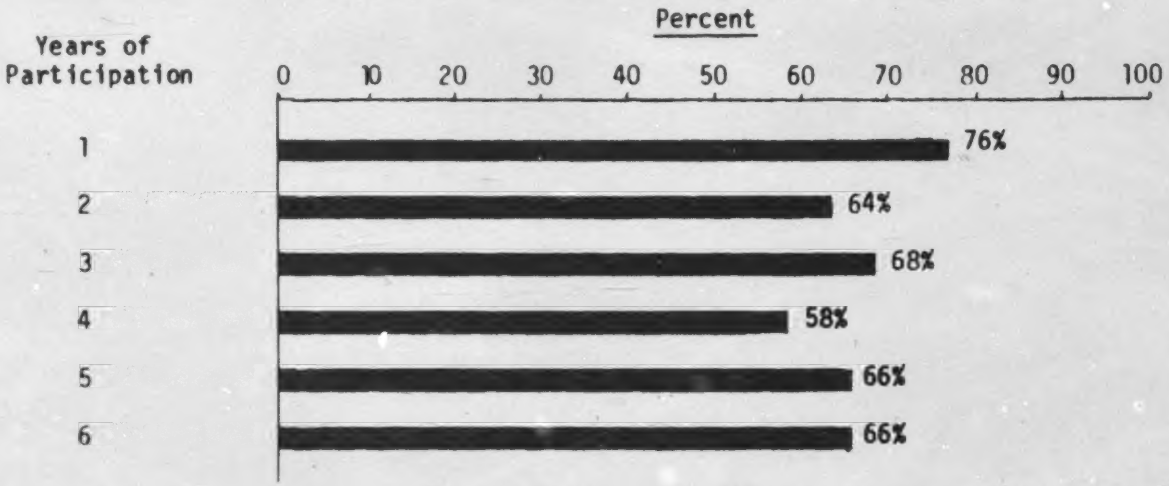
TABLE 56

NUMBER AND PERCENT OF MATHEMATICS SAMPLE STUDENTS BY YEARS OF PROJECT PARTICIPATION, FISCAL YEAR 1975

Years of Participation	Number	Percent
1	397	49%
2	226	28%
3	129	16%
4	43	5%
5	15	2%
6	3	1%
Total	813	100%

Although a greater proportion of first year participants were reported to make expected gains during the project period, there was little difference in the proportion of second through sixth year participants making expected gains.

Figure 23.--PERCENTAGE OF MATHEMATICS SAMPLE STUDENTS GAINING .10 GRADE EQUIVALENT PER MONTH BY YEARS OF PROJECT PARTICIPATION, FISCAL YEAR 1975



Estimated Grade Placement.-The mean prior and project rates of 2nd-8th grade children were used to estimate the students pre test grade placement. This estimated pre test placement then served as a basis for estimating the grade placement children would show at the beginning of the next (FY 1976) school

year.[1] This analysis indicated that the gains which students made during the project clearly reduced the discrepancy between their estimated grade placement and their expected grade placement. In the cases of 2nd, 3rd, and 4th grade, the analysis indicated that students had made sufficient gains to be at (or close to) their expected grade placement at the beginning of the next school year. Since the students in 5th through 8th grade were further behind their expected grade placement at the start of the project, it isn't surprising that the gains which they made were not great enough to indicate they would reach the expected grade placement at the beginning of the next school year. However, the amount of reduction in the discrepancy between their estimated and the expected grade placement was as great (or greater) than that which was noted in the lower grade levels.

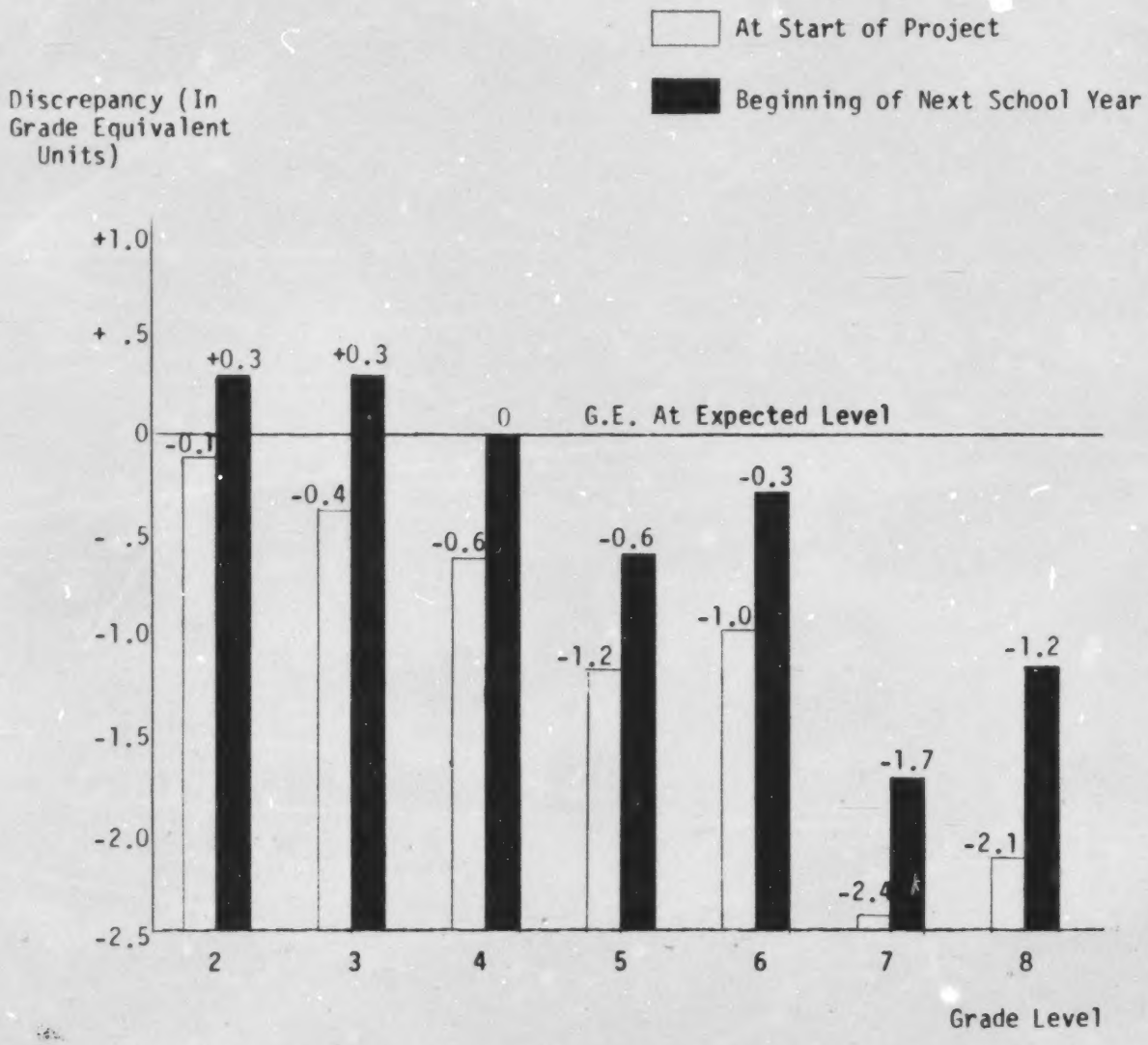
TABLE 57

COMPARISON OF ESTIMATED AND EXPECTED GRADE EQUIVALENT SCORES AT PRE TEST AND AT BEGINNING OF FY 1976 SCHOOL YEAR BY GRADE LEVEL, MATHEMATICS SAMPLE, FISCAL YEAR 1975

	Grade Level						
	2	3	4	5	6	7	8
Type of Score	Grade Equivalent (G.E.) at Pre Test						
Estimated	1.9	2.6	3.4	3.8	5.0	4.6	5.9
Expected	2.0	3.0	4.0	5.0	6.0	7.0	8.0
Difference	-0.1	-0.4	-0.6	-1.2	-1.0	-2.4	-2.1
	G.E. at Beginning of Next School Year						
Estimated	3.3	4.3	5.0	5.4	6.7	6.3	7.8
Expected	3.0	4.0	5.0	6.0	7.0	8.0	9.0
Difference	+0.3	+0.3	.0	-0.6	-0.3	-1.7	-1.2
Change	Reduction in Amount of Discrepancy Between Estimated and Expected G.E.						
	+0.4	+0.7	+0.6	+0.6	+0.7	+0.7	+0.9

[1] Since the prior rate mean = $\frac{\text{Pre Test G.E.} - 1.0}{10 \text{ (Years in school)}}$; the pre test G.E. was estimated as = (Prior rate $\bar{X}$ (10 (Years)). This estimated pre test G.E. was added to the project rate $\bar{X}$ and multiplied by 10 to estimate the students grade placement at the beginning of the next school year.

Figure 24.-COMPARISON OF DISCREPANCY BETWEEN EXPECTED AND ESTIMATED GRADE PLACEMENT OF MATHEMATICS SAMPLE STUDENTS AT THE START OF THE TITLE I PROJECT AND AT THE BEGINNING OF THE NEXT SCHOOL YEAR



IV. RECOMMENDATIONS

Needs Assessment

The fact that only half of the sample districts assessed student need for psychomotor skill instruction, social work, guidance or psychological services; and the fact that almost none of the sample districts assessed student health needs, indicates that districts should be encouraged to consider students' needs in these areas as well as in the areas of reading and mathematics. The marked decline in the number of districts offering supportive services since FY 1968 also supports this recommendation.

Target Area Selection

The size of the Title I allocation in Wisconsin clearly is not large enough to justify operating a program in each Title I eligible school. The high proportion of Title I eligible and senior high schools which did not operate projects (82% and 91% respectively), indicates that additional funds are needed to make Title I services available to these children.

Summer School Projects

Although the percent of summer school students who had been served in the regular year project offered by their district (52.1%) increased by 1.6% from FY 1974 to FY 1975, it was still far below a desirable level. The SEA Title I staff will continue to encourage districts operating summer projects to give priority to serving the same students who were served during the regular school year.

The large amount of money which is devoted to transportation in the summer (46% of all expenditures for supportive services) plus the limited time available to work with students during the summer (5.5 weeks versus 34.8 weeks during the regular school year), indicate that the decision to operate a summer, rather than a regular year, program may be questionable. The six districts which did so will be counseled to reconsider their plans for FY 1977.

Selection of Participants

Title I projects in the higher grade levels appeared as effective as those in the lower grade levels in reducing the discrepancy between Title I students achievement and the level of achievement expected for non-disadvantaged students. However, since the children served in the upper grade levels were much further below expected achievement at the start of the project, the gains which they made during the project period were not sufficient to indicate that they would be close to expected performance at the start of the next school year. Children in the upper grade levels would have to receive Title I services for several years in order to reach expected performance levels, and most children currently participate in Title I for less than 2 years; thus, the policy of giving priority to serving children in the early elementary grades should be continued as it appears necessary for Title I programs to have the greatest impact on reducing the population of educationally disadvantaged children.

The test scores of reading and mathematics sample students showed a small proportion of students to be at or close to expected achievement levels at the start of the project period. In an effort to prevent the need for remediation, districts may have served early elementary children who they felt

would be below expected achievement in the future. However, since there are many children who are actually below expected achievement levels, districts will be reminded to give priority to serving children who actually are below expected achievement levels. If the Title I allocation in a school district is greater than needed to serve all of the lower elementary students who are below expected performance levels, the district will be encouraged to expand its program into the higher grade levels. The policy of emphasizing service to lower elementary students will be continued. However caution will be taken not to do so at the expense of upper elementary students whose need for assistance is outstanding.

Non-Public Student Services

Since the proportion of non-public students who participated in Title I was slightly less (4%) than would be expected (based on the estimated proportion of educationally deprived non-public children residing in Title I target areas), districts will be encouraged to expand Title I services to eligible non-public school children.

Program Design

The number of children reported in need of special instruction in mathematics was only 6% less than the number needing assistance in reading, but the number of children receiving mathematics instruction was 40% less than the number receiving reading instruction; thus districts will be encouraged to consider student needs for service in mathematics.

Given the restraints of the supplanting guideline, the hours of Title I instruction offered to pupils appears to be adequate. However, since the analysis of these hours in comparison to the pupil-teacher ratios showed that small group instruction and/or the use of teacher aides were included in calculating the hours of instruction, and since the pupil-teacher ratios themselves were quite high, the amount of time which Title I children are able to receive assistance from a Title I teacher will be considered in reviewing individual Title I Applications.

Inservice Training

Title I regulations state that all Title I teacher aides should be provided inservice training; yet school districts reported that only 68% of the regular school year and 27% of the summer school teacher aides received Title I funded inservice training. Although it is possible that the school districts financed the inservice training for the other aides, or that informal training which did not necessitate Title I expenditures was offered, this apparent discrepancy implies that the requirement related to training for teacher aides needs to be emphasized.

Evaluation

The information gathered on the time of test administration, and a review of the contents of local narrative evaluation reports, indicate that assistance is needed in planning evaluation procedures and in writing final evaluation reports. The evaluation plans set forth in Grant Applications will again be reviewed and workshops on writing evaluation reports will be offered. Districts which have enough money to do so will be encouraged to utilize outside evaluators; and all districts will be encouraged to finalize their evaluation

reports by the state reporting dates, so that they can be reviewed before the next fiscal year project is approved.

APPENDIX I
REPORTING FORMS

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

TITLE I–ESEA ANNUAL EVALUATION QUESTIONNAIRE–SECTION I

PI IS ES 5 (Rev. 2-75)

EVALUATION OF 1974-75 ESEA TITLE I PROGRAMS

NAME OF PERSON COMPLETING FORM - LAST	FIRST	INITIAL	TELEPHONE AREA	EXCH.	NUMBER

ADDRESS	CITY	STATE	ZIP CODE

IS YOUR TITLE I PROGRAM PART OF A COOPERATIVE PROJECT? (CHECK ONE) (CC 2)

1 [ ] YES 2 [ ] NO

IF YES, INDICATE NAME OF COOPERATIVE HERE:

1. TYPE OF TITLE I PROGRAM (CHECK ONE) (CC 8)
   1. [ ] REGULAR YEAR ONLY.
   2. [ ] SUMMER PROJECT ONLY.
   3. [ ] BOTH REGULAR YEAR AND SUMMER PROJECTS. (INCLUDE DATA ON REGULAR AND SUMMER PROJECTS IN ONE QUESTIONNAIRE)

2. ENROLLMENT OF STUDENTS IN YOUR TITLE I PROJECT. (CHECK ONE) (CC 9)
   1. [ ] REGULAR YEAR PROGRAM OPERATED IN A LOCAL SCHOOL DISTRICT
   2. [ ] SUMMER PROGRAM OPERATED IN A LOCAL SCHOOL DISTRICT
   3. [ ] BOTH REGULAR YEAR AND SUMMER PROGRAM OPERATED IN A LOCAL SCHOOL DISTRICT

CHART A.

SCHOOL TYPE	(Code 1, cc-1) (Code 1, cc-9) REGULAR SCHOOL YEAR TITLE PARTICIPANTS (Grade Code In cc-10-12)															
	Pre School (080)	KGN (100)	1-ST (111)	2-ND (122)	3-RD (133)	4-TH (144)	5-TH (155)	6-TH (166)	7-TH (177)	8-TH (188)	9-TH (199)	10-TH (200)	11-TH (201)	12-TH (202)	Other (203)	TOTAL (204)
PUBLIC (cc 13-16)																
NON-PUBLIC (cc 17-20)																

CHART B.

SCHOOL TYPE	(Code 2, cc-1) (Code 2, cc-9) SUMMER SCHOOL TITLE I PARTICIPANTS (Grade Code In cc-10-12)															
	Pre School (080)	KGN (100)	1-ST (111)	2-ND (122)	3-RD (133)	4-TH (144)	5-TH (155)	6-TH (166)	7-TH (177)	8-TH (188)	9-TH (199)	10-TH (200)	11-TH (201)	12-TH (202)	Other (203)	TOTAL (204)
PUBLIC (cc 13-16)																
NON-PUBLIC (cc 17-20)																

CHART C.

SCHOOL TYPE	(Code 3, cc-1) (Code 3, cc-9) CONTINUING STUDENTS (Grade Code In cc-10-12)															
	Pre School (080)	KGN (100)	1-ST (111)	2-ND (122)	3-RD (133)	4-TH (144)	5-TH (155)	6-TH (166)	7-TH (177)	8-TH (188)	9-TH (199)	10-TH (200)	11-TH (201)	12-TH (202)	Other (203)	TOTAL (204)
PUBLIC (cc 13-16)																
NON-PUBLIC (cc 17-20)																

IN CHART C ENTER THE # OF SUMMER STUDENTS WHO WERE CONTINUING FROM THE REG. YR. PROJECT

TITLE I ESEA EVALUATION QUESTIONNAIRE–SECTION I

3. PERSONNEL (CODE 4 cc 1)

DIRECTIONS: REFER TO YOUR TITLE I ESEA BUDGET ANALYSIS (PI-IS-ES-18 Rev. 3-73), AND ENTER THE NUMBER OF PERSONNEL WHO WERE **FUNDED BY TITLE I** DURING THE 1974-75 PROJECT PERIOD. DO NOT ENTER ANY FRACTIONS ON THIS REPORT. IF A PERSON WORKED LESS THAN FULL TIME ENTER A "1" UNDER THE "PART TIME" COLUMN. IF ANY PERSONNEL WORKED IN BOTH YOUR REGULAR YEAR AND YOUR SUMMER PROGRAM, COUNT THEM ONLY IN THE COLUMN LABELED "BOTH".

CODE (cc 10-12)	POSITION	REGULAR YEAR		SUMMER PROJECT		BOTH	
		FULL TIME (cc 13-16)	PART TIME (cc 17-20)	FULL TIME (cc 21-24)	PART TIME (cc 25-28)	FULL TIME (cc 29-32)	PART TIME (cc 33-36)
001	TEACHING PRE KINDERGARTEN						
002	TEACHING KINDERGARTEN						
003	TEACHING ELEMENTARY						
004	TEACHING SECONDARY						
005	TEACHING HANDICAPPED ONLY						
006	TEACHER AIDE						
007	LIBRARIAN						
008	LIBRARIAN AIDE						
009	SUPERVISION						
010	DIRECT. AND MANAGE. (ADMIN.)						
011	COUNSELING						
012	PSYCHOLOGIST						
013	TESTING						
014	SOCIAL WORK						
015	ATTENDANCE						
016	NURSE						
017	PHYSICIAN						
018	DENTIST						
019	DENTAL HYGIENIST						
020	CLERICAL						
021	OTHER						
022	HOME VISITORS						
023	SPEECH THERAPIST						
024	VOLUNTEERS (NON-SALARIED)						

SECTION I—TITLE I-ESEA EVALUATION QUESTIONNAIRE

4. PARENT ADVISORY COUNCIL - PART A (CODE 5, cc-1) (CODE 4, cc-9)

INDICATE THE NUMBER OF THE FOLLOWING PERSONS THAT SERVED AS VOTING MEMBERS OF YOUR PARENT ADVISORY COUNCIL.*

CODE (cc 10-12)	NUMBER (cc 13-15)	PERSONNEL CATEGORIES
001		PARENTS OF CHILDREN WHO ARE PARTICIPATING IN TITLE I PROJECTS.
002		PARENTS OF CHILDREN WHO ARE NOT PARTICIPATING BUT WHO ARE ELIGIBLE TO PARTICIPATE.
003		NON PUBLIC SCHOOL INSTRUCTIONAL PERSONNEL.
004		NON PUBLIC SCHOOL ADMINISTRATIVE PERSONNEL.
005		PUBLIC SCHOOL INSTRUCTIONAL PERSONNEL.
006		PUBLIC SCHOOL ADMINISTRATIVE PERSONNEL.
007		COMMUNITY REPRESENTATIVES.
008		SCHOOL BOARD MEMBERS.
009		REPRESENTATIVES FROM OTHER FEDERAL EDUCATION PROGRAMS.
010		REPRESENTATIVES FROM COLLEGES OR UNIVERSITIES.

5. PARENT ADVISORY COUNCIL - PART B (CODE 5, cc-1) (CODE 5, cc-9)

CODE (cc 10-12)	NUMBER (cc-13-15)	QUESTION
001		HOW MANY LOCAL DISTRICT PARENT ADVISORY MEETINGS DID YOU HAVE DURING THE PROJECT PERIOD.
002		IF YOUR SCHOOL DISTRICT IS A MEMBER OF A COOPERATIVE TITLE I PROJECT, HOW MANY PAC MEETINGS DID YOU ATTEND FOR THIS COOPERATIVE PROJECT?

6. PARENT ADVISORY COUNCIL - PART C (CODE 5, cc-1) (CODE 6, cc-9)

CODE (cc 10-12)	PERCENT (cc 13-15)	APPROXIMATELY WHAT PERCENTAGE OF THE TOTAL TIME SPENT IN THESE MEETINGS WAS DEVOTED TO THE FOLLOWING ACTIVITIES? (THE TOTAL SHOULD EQUAL 100%).
001		PROVIDE PARENTS WITH INFORMATION ON THE GUIDELINES AND REGULATIONS FOR TITLE I-ESEA.
002		DESCRIBING THE TITLE I PROGRAM IN OPERATION IN YOUR LOCAL SCHOOL DISTRICT.
003		REVIEWING THE TITLE I PROJECTS IN OPERATION IN OTHER SCHOOL DISTRICTS.
004		PLANNING THE NEXT TITLE I PROJECT TO BE INITIATED IN YOUR SCHOOL DISTRICT.
005		EVALUATING THE TITLE I PROJECT IN OPERATION DURING THE CURRENT PROJECT YEAR IN YOUR SCHOOL DISTRICT.
006		ASSESSING STUDENT NEEDS.
007		OTHER (PLEASE SPECIFY) _____
	100%	TOTAL

*NOTE WHEN REPORTING PERSONS WITHIN THE CATEGORIES LISTED FOR QUESTION 4, BE SURE TO REPORT EACH PERSON IN THE SAME CATEGORY HE OR SHE WAS REPORTED TO BE IN WHEN YOU DESCRIBED YOUR PARENT ADVISORY COUNCIL MEMBERSHIP ON PAGE 1 OF THE TITLE I APPLICATION, PROGRAM NARRATIVE. COUNT EACH PAC MEMBER ONCE ONLY.

7. PARENT ADVISORY COUNCIL - PART DICODE 5, cc 1) (CODE 7, CC 9)

IN FISCAL YEAR 75 DID YOU HAVE? (CHECK ONE) (CODE 1, 2, 3, cc-10)

1 ☐ A DISTRICT WIDE PARENT WIDE ADVISORY COUNCIL FOR TITLE I.

2 ☐ TITLE I PARENT ADVISORY COUNCILS AT EACH TITLE I SCHOOL.

3 ☐ BOTH A DISTRICT WIDE AND INDIVIDUAL SCHOOL TITLE I PARENT ADVISORY COUNCILS.*

*IF YOUR DISTRICT HAS ONLY 1 TITLE 1 SCHOOL, CHECK NO. 3 'BOTH'.

SECTION I–TITLE–ESEA EVALUATION QUESTIONNAIRE PAGE 4

STATISTICAL DESCRIPTION OF TITLE I PROGRAM–DIRECTIONS

GENERAL DIRECTIONS:

ON THE FOLLOWING CHARTS (PAGES 5 AND 6), YOU ARE ASKED TO PROVIDE A DESCRIPTION OF YOUR **TITLE I PROGRAM**. IF YOU HAVE A REGULAR YEAR PROJECT, COMPLETE ONLY PAGE 5. IF YOU HAVE ONLY A SUMMER PROJECT, COMPLETE ONLY PAGE 6. IF YOU HAVE A REGULAR YEAR PROJECT AND A SUMMER PROJECT, COMPLETE BOTH PAGE 5 AND 6. TO COMPLETE THE INFORMATION REQUESTED ON THESE CHARTS, YOU WILL NEED TO REFER TO PAGE 6 OF YOUR **APPLICATION FOR GRANT TO MEET THE SPECIAL EDUCATION NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN (PI-IS-ES-15)**. DO NOT INCLUDE A DESCRIPTION OF PROJECT PHASES THAT ARE FUNDED BY NON TITLE I FUNDS. THE FOLLOWING IS A DESCRIPTION OF THE INFORMATION REQUESTED IN EACH OF THE COLUMNS OF THESE CHARTS. PLEASE READ THESE DIRECTIONS BEFORE COMPLETING THESE CHARTS.

COLUMN 1–NUMBER OF CHILDREN:

ENTER THE TOTAL NUMBER OF **TITLE I** CHILDREN THAT RECEIVED THIS SERVICE IN YOUR **TITLE I PROGRAM**, EVEN IF THE SERVICE WAS OFFERED TO THE CHILD FOR PART OF THE YEAR. IF A CHILD WAS INVOLVED IN MORE THAN ONE PHASE OF YOUR PROJECT, HE WILL BE COUNTED MORE THAN ONCE. REPORT PUBLIC AND NON-PUBLIC STUDENTS SEPARATELY. CHILDREN RESIDING IN INSTITUTIONS FOR SELECTED AND DELINQUENT CHILDREN SHOULD BE REPORTED IN COLS. 1A ONLY.

COLUMN 2–AMOUNT FUNDS:

REFER TO YOUR **APPLICATION (PAGE 4)** AND USE IT AS A GUIDELINE TO REPORT THE TOTAL AMOUNT OF TITLE I FUNDS (INCLUDING A, B INCENTIVE, CARRY OVER B AND C GRANT FUNDS) EXPENDED AND/OR ENCUMBERED BETWEEN THE BEGINNING AND ENDING DATES OF YOUR PROJECT. IN REPORTING THE AMOUNT OF FUNDS FOR EACH PHASE YOU SHOULD ACCOUNT FOR THE TOTAL EXPENDITURES MADE WITH **TITLE I, ESEA FUNDS**. THIS MEANS THAT EXPENDITURE CATEGORIES SUCH AS 'DIAGNOSIS' SHOULD BE REPORTED UNDER THE PROJECT PHASE FOR WHICH THEY WERE DONE. IF THE DIAGNOSIS COVERED SEVERAL PROJECT PHASES (I.E., READING AND MATHEMATICS) PRORATE THE COST AND ENTER IT UNDER EACH OF THE APPROPRIATE PHASES. FRINGE BENEFITS, SOCIAL SECURITY, AND ALL OTHER SUCH EXPENDITURES SHOULD ALSO BE REPORTED UNDER THE PROJECT PHASES FOR WHICH THEY WERE EXPENDED. ADMINISTRATIVE AND SUPERVISORY EXPENSES SHOULD ALSO BE PRORATED TO INCLUDE EACH PROJECT PHASE FOR WHICH SERVICES WERE OFFERED. USE CODE 033 OTHER EXPENDITURES TO ENTER ONLY THAT MONEY WHICH CANNOT BE RELATED TO THE PROPER PHASE LISTED. IF YOU SHOW EXPENDITURES OF **TITLE I** MONEY IN COLUMN 2 FOR A PROJECT PHASE, BE SURE TO FILL IN THE CORRESPONDING INFORMATION IN COLUMN 1, 3, 4 AND 5. WHEN YOU HAVE COMPLETED THE INFORMATION FOR ALL PHASES, TOTAL THE MONEY IN COLUMN 2. THIS TOTAL SHOULD NOT EXCEED THE TOTAL TITLE I ALLOCATION FOR 1974-75. PLEASE REPORT EXPENDITURES TO 2 DECIMAL PLACES (I.E. $13.50 AS 13.50, 2009.88 AS 2009.88)

COLUMN 3–NUMBER OF TITLE I STAFF:

SINCE AN INDIVIDUAL STAFF MEMBER MAY HAVE WORKED IN MORE THAN ONE PHASE OF YOUR PROJECT, A SINGLE STAFF MEMBER MAY BE COUNTED MORE THAN ONCE. HOWEVER, PLEASE LIST ONLY **TITLE I STAFF MEMBERS** THAT WERE GIVEN SPECIFIC RESPONSIBILITY FOR IMPLEMENTING THIS PHASE AND WHO WORKED IN THE PROJECT PHASE ON A REGULAR BASIS. FOR PHASE 340 (INSERVICE), ENTER THE NUMBER OF TITLE I STAFF WHO RECEIVED TITLE I FUNDED INSERVICE TRAINING.

COLUMN 4–HOURS DEVOTED TO THE PHASE PER PUPIL:

THIS FIGURE SHOULD EQUAL (NUMBER OF HOURS PER DAY PER PUPIL) X (NUMBER OF DAYS PER WEEK PHASE WAS OFFERED) X (NUMBER OF WEEKS THE PROGRAM PHASE WAS OFFERED). FOR EXAMPLE, IF ART WAS OFFERED 1 HOUR PER DAY, 3 DAYS A WEEK FOR 10 WEEKS: (1) x (3) x (10) = 30.0 HOURS. IF A PHASE WAS OFFERED 7 HOURS A DAY, 5 DAYS A WEEK FOR 36 WEEKS, THE NUMBER OF HOURS WOULD BE 1260.0. IT IS EXPECTED THAT TITLE I ACTIVITIES WOULD BE OFFERED FOR **LESS TIME THAN 126.0 HOURS**. REPORT ANSWERS TO 1 DECIMAL I.E. 10 1/2 HOURS AS 10.5, ETC. FOR PHASE CODE **034 INSERVICE FOR STAFF** ENTER THE NUMBER OF HOURS OF INSERVICE TRAINING PROVIDED FOR **TITLE I STAFF**. FOR EXAMPLE, IF YOU HAD A 1 HOUR INSERVICE SESSION ONCE A MONTH FOR 4 MONTHS (1) x (1) x (4) = 4 HOURS. YOU WOULD ENTER 4 HOURS IN COLUMN 3 FOR THE PROPER STAFF MEMBERS WHO WERE TRAINED

SECTION I –TITLE I–ESEA EVALUATION QUESTIONNAIRE

B. STATISTICAL DESCRIPTION OF TITLE I PROGRAM –REGULAR YEAR PROJECTS (REFER TO DIRECTIONS ON PAGE 4)
(CODE 5, cc 1) (CODE 7, cc 9)

PHASE CODE (cc 10-12)	PROJECT PHASE	1-A. NUMBER OF CHILDREN PUBLIC (cc-13-16)	1-B. NUMBER OF CHILDREN NON-PUBLIC (cc-17-20)	1-C. NUMBER OF CHILDREN Neglected and Delinquent (cc-21-24)	2. AMOUNT OF FUNDS (cc-25-31)	3. NUMBER OF STAFF TEACHERS (cc-32-35)	3. NUMBER OF STAFF TEACHER AIDES (cc-36-39)	3. NUMBER OF STAFF OTHER (cc-40-43)	4. HOURS PER PUPIL (cc-44-47)
001	Art or Music				$				
002	Business Education								
003	Cultural Enrichment								
004	English–Reading								
005	English–Speech								
006	English–Other Language Arts								
007	English–2nd Language								
008	Foreign Language								
009	Home Economics								
010	Youth Tutoring Youth								
011	Mathematics								
012	Psychomotor Skills								
013	Physical Ed./Recreation								
014	Natural Science								
015	Social Science								
016	Vocational Education (Includes Business Ed., Industrial Arts)								
017	Spec. Act. for Handicapped								
018	Pre-Kindergarten								
019	Kindergarten								
020	Other Instruction								
021	Attendance								
022	Clothing								
023	Food								
024	Guidance Counseling								
025	Health–Dental								
026	Health–Physical								
027	Library								
028	Psychological								
029	Social Work								
030	Speech Therapy								
031	Transportation								
032	Service for Handicapped								
033	Other Expenditures								
034	Inservice for Title I Staff*								
	TOTAL				$				

9. STATISTICAL DESCRIPTION OF TITLE I PROGRAM–SUMMER PROJECTS (REFER TO DIRECTIONS ON PAGE 4)
(CODE 5, cc-1) (CODE 8, cc-9)

PHASE CODE (cc-10-12)	PROJECT PHASE	1-A. NUMBER OF CHILDREN PUBLIC (cc-13-16)	1-B. NUMBER OF CHILDREN NON-PUBLIC (cc-17-20)	1-C. NUMBER OF CHILDREN Neglected and Delinquent (cc-21-24)	2. AMOUNT OF FUNDS (cc-25-31)	3. NUMBER OF STAFF TEACHERS (cc-32-35)	3. NUMBER OF STAFF TEACHER AIDES (cc-36-39)	3. NUMBER OF STAFF OTHER (cc-40-43)	4. HOURS PER PUPIL (cc-44-47)
001	Art or Music				$				
002	Business Education								
003	Cultural Enrichment								
004	English–Reading								
005	English–Speech								
006	English–Other Language Arts								
007	English–2nd Language								
008	Foreign Language								
009	Home Economics								
010	Youth Tutoring Youth								
011	Mathematics								
012	Psychomotor Skills								
013	Physical Ed./Recreation								
014	Natural Science								
015	Social Science								
016	Vocational Education (Includes Business Ed., Industrial Arts)								
017	Spec. Act. for Handicapped								
018	Pre-Kindergarten								
019	Kindergarten								
020	Other Instruction								
021	Attendance								
022	Clothing								
023	Food								
024	Guidance Counseling								
025	Health–Dental								
026	Health–Physical								
027	Library								
028	Psychological								
029	Social Work								
030	Speech Therapy								
031	Transportation								
032	Service for Handicapped								
033	Other Expenditures								
034	Inservice for Title I Staff*								
	TOTAL				$				

Administration of Title I Program (code 6 =cc1) (code 9 = 1)

10. How many of the schools in your school district were Title I schools? (Count only the schools which had Title I programs operating during FY 75)
Enter # of Schools:
001_____ Elementary Schools
002_____ Junior High Schools
003_____ High Schools

11. How many of the schools in your school district were eligible to receive Title I services (based on the concentration of low income families in the school), but did not actually receive Title I services during FY 75? (code 6 = cc1) (code 9 = 2)
Enter # of Schools:
001_____ Elementary Schools
002_____ Junior High Schools
003_____ High Schools

12. How many of the public school Title I children in your school district received Title I instructional services :)code 6 = cc1) (code 9 = 3)
Enter # of Children:
001_____ In their regular classroom ?
002_____ Outside of their regular classroom ?
003_____ Both in and outside of their regular classroom ?

13. If your program served non-public school children where did they receive Title I instructional services? (code 6 = cc 1) (code 9 = 4)
Check all that apply:
001 /_/ In the public school
002 /_/ In mobile classrooms
003 /_/ In their homes
004 /_/ In the non-Public school
005 /_/ Other location (please identify location)
_____

14. If your program served non-public school children when did they receive Title I services? (code 6 = cc 1) (code 9 = 5)
Check all that apply:
001 /_/ During the regular school day
002 /_/ During the regular school week but after the regular school day
003 /_/ On weekends

15. If educationally disadvantaged children are defined as those children who are one or more years below the grade level for their age, how many of the educationally disadvantaged children in your school district : (code 6 = cc 1) (code 9 = 6)
Enter # of Children;
001 _____ Participated in Title I during FY 75 ?
002 _____ Did not participate in Title I ?

16. How many of the educationally disadvantaged children who did participate in your Title I parogram were also: (code 6 = c c 1) (code 9 = 7)
001 _____ Socailly disadvantaged
002 _____ Culturally disadvantaged
003 _____ Economically disadvantaged
004 _____ Physically or mentally handicapped
005 _____ Participating in a Special Educational Needs (SEN) program ?
006 _____ Residing in an institution for neglected and delinquent children

17. How many weeks did your Title I program operate? (code 6 = cc 1) (code 9=8)
001_____ During the regular year
002_____ During summer

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I—ESEA ANNUAL EVALUATION REPORT
PI IS ES 5 (Rev. 2 75)

SECTION II—STANDARDIZED TEST SCORE REPORTING CHARTS PAGE 1.

DIRECTIONS FOR TITLE I - ESEA FOR STANDARDIZED TEST SCORE REPORTING

IF YOU OPERATED A TITLE I PROJECT WHICH HAD AS AN OBJECTIVE THE IMPROVEMENT OF STUDENT'S READING OR MATHEMATICS SKILLS, AND IF YOU ALSO USED A STANDARDIZED TEST TO EVALUATE CHANGE IN STUDENT SKILLS, PLEASE USE THE FOLLOWING CHART NO. 1 TO REPORT READING SCORES FOR STUDENTS IN 1st THROUGH 3rd AND 7th THROUGH 12th GRADES, CHART NO. 2 TO REPORT MATHEMATICS SCORES FOR STUDENTS IN GRADES 1–12, AND CHART NO. 3 TO REPORT READING SCORES FOR STUDENTS IN 4th THROUGH 6th GRADES.

STEP I - SELECTION OF STUDENTS TO REPORT ON

FILL IN QUESTION NO. 1 ON THE REPORTING CHART. THE NUMBER HERE SHOULD INCLUDE ALL STUDENTS WHO WERE GIVEN SPECIAL HELP BY **TITLE I** IN THE AREA OF READING (CHART 1) OR MATHEMATICS (CHART 2) THEN PREPARE A LISTING OF THE INDIVIDUAL STUDENTS WHO WERE HELPED BY GRADE LEVEL. AFTER YOU HAVE LISTED ALL STUDENTS, NUMBER THEM SEQUENTIALLY BY GRADE LEVEL.

FOR EXAMPLE:

GRADE 1.	SUE WHITE	- 1	GRADE 2.	JOHN ALTMAN	- 1
	PETER EAST	- 2		MIKE WESTON	- 2
	MARGARET THOMAS	- 3			

AFTER YOU HAVE COMPLETED THIS NUMBERED LISTING REFER TO THE FOLLOWING TABLE OF RANDOM NUMBERS AND FIND THE ROW LABELED **CLASS SIZE**. BELOW THIS ROW IS THE NUMBER FOR THE CHILDREN WHO SHOULD BE SELECTED.

FOR EXAMPLE: IF YOU HAVE 10 STUDENTS IN GRADE 1, PICK THE STUDENT WHO IS NUMBERED '9' IN GRADE 1. IF YOU HAVE 20 STUDENTS IN ANOTHER GRADE PICK THE STUDENTS WHO YOU NUMBERED '13' AND '16'. IF YOU HAVE MORE THAN 126 **TITLE I** STUDENTS IN ANY ONE GRADE LEVEL, CONTACT **DPI, TITLE I - ESEA OFFICE** FOR A LISTING OF THE NUMBERS YOU SHOULD USE TO SELECT YOUR STUDENT SAMPLE.

COMPLETE **COLUMN** 1 OF THE REPORTING CHART BY ENTERING THE 2 DIGIT GRADE LEVEL CODE FOR ALL STUDENTS YOU HAVE SELECTED.

FOR EXAMPLE: IF YOU HAVE SELECTED 3 CHILDREN IN GRADE 4 AND 2 CHILDREN IN GRADE 12, THE GRADE CODES '04, 04, 04, 12, 12' WOULD BE LISTED IN ORDER ON THE FIRST 5 LINES OF COLUMN 1.

STEP II - CODING OF TESTS USED

REFER TO THE FOLLOWING LIST OF TEST CODES IN COLUMN 2 ON THE REPORTING CHART. ENTER THE TEST CODE TO INDICATE THE NAME OF THE TEST WHICH WAS USED TO EVALUATE EACH STUDENT WHO IS LISTED IN COLUMN 1 OF THE CHART. IF THE TEST YOU USED IS NOT CODED ON THIS LIST, USE THE CODE '99' AND WRITE THE **NAME** OF THE TEST NEXT TO THE STUDENT IN COLUMN 1.

01	IOWA TEST OF BASIC SKILLS - READING	09	DURRELL-SULLIVAN READING TEST
02	METROPOLITAN ACHIEVEMENT TEST - READING	10	STANFORD DIAGNOSTIC READING
03	LYONS AND CARNAHAN READING TEST	11	STANFORD ACHIEVEMENT TEST - MATHEMATICS
04	CALIFORNIA ACHIEVEMENT TEST - READING	12	IOWA TEST OF BASIC SKILLS - MATHEMATICS
05	GATES MACGINITIE READING	13	METROPOLITAN ACHIEVEMENT TEST - MATHEMATICS
06	GATES MCKILLOP READING	14	SRA ACHIEVEMENT - MATHEMATICS
07	STANFORD ACHIEVEMENT TEST - READING	15	CALIFORNIA ACHIEVEMENT TEST - MATHEMATICS
08	WIDE RANGE ACHIEVEMENT TEST - READING	99	OTHER

STEP III - CALCULATE PRIOR RATE OF GROWTH FOR STUDENTS - GRADES 2-12

TO CALCULATE THE PRIOR RATE OF GROWTH USE THE(PRE-TEST GRADE EQUIVALENT – 1,0) ÷ (NUMBER OF YEARS IN SCHOOL X 10.0.) THE FOLLOWING CHART INDICATES THE NUMBER OF YEARS X 10.0 FOR STUDENTS WHO ARE AT THE START OF THE GRADE LEVEL INDICATED, IF THE STUDENT HAS NOT REPEATED ANY GRADES.

GRADE LEVEL	2	3	4	5	6	7	8	9	10	11	12
10 x NO. OF YEARS	10	20	30	40	50	60	70	80	90	100	110

NOTE: IF A STUDENT HAS REPEATED A GRADE, ADD '10' TO THE LOWER FIGURE FOR EACH GRADE HE HAS REPEATED.

STEP IV - CALCULATE FISCAL YEAR 1974 RATE OF GROWTH

TO CALCULATE FISCAL YEAR 1974 RATE OF GROWTH, USE THE FOLLOWING FORMULA:
(POST TEST GRADE EQUIVALENT - PRE-TEST GRADE EQUIVALENT) ÷ (NO. OF MONTHS BETWEEN PRE AND POST TESTS.)

STEP V - YEARS STUDENT HAS BEEN IN TITLE I

ENTER NUMBER OF YEARS EACH STUDENT HAS BEEN IN **TITLE I** IN COLUMN 5 OF CHART 1 - READING AND CHART 2 - MATHEMATICS.

SECTION II - STANDARDIZED TEST SCORE REPORTING CHARTS PAGE 2

TABLE OF RANDOM STUDENT NUMBERS USED IN STEP I OF STANDARDIZED TEST SCORE REPORTING - READING, MATH

CLASS SIZE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
RANDOM NO	1	2	3	3	3	1	1	2	1	9	9	10	11	6,8
CLASS SIZE	15	16	17	18	19	20	21	22	23	24	25	26	27	28
RANDOM	7	4	10	3	3	13	10	15	15	6	13	11	8	6
NUMBERS	10	18	18	17	19	16	12	17	17	16	16	12	12	7
							21	18	19	22	24	22	22	16
													26	18
CLASS SIZE	29	30	31	32	33	34	35	36	37	38	39	40	41	42
RANDOM	4	11	7	11	20	2	1	3	5	2	11	5	18	5
NUMBERS	21	12	9	12	23	16	19	13	11	12	23	12	20	13
	24	24	11	19	24	20	27	19	16	19	32	23	30	26
	25	30	21	22	30	31	28	29	22	21	33	32	33	34
						33	31	30	32	34	34	33	37	38
													39	39
CLASS SIZE	43	44	45	46	47	48	49	50	51	52	53	54	55	56
RANDOM	1	8	11	8	5	1	10	11	6	3	9	1	1	6
NUMBERS	24	13	15	13	7	12	11	19	17	22	15	8	2	7
	27	18	24	20	23	18	12	20	18	27	20	15	15	14
	31	19	26	25	42	29	14	26	35	28	27	24	20	21
	33	43	31	35	43	34	42	36	38	36	34	34	34	24
	39	44	42	46	45	36	43	47	50	43	36	42	46	33
					46	48	44	49	51	49	49	50	49	44
												52	55	46
CLASS SIZE	57	58	59	60	61	62	63	64	65	66	67	68	69	70
RANDOM	1	2	8	15	1	4	2	10	6	3	1	12	8	4
NUMBERS	8	8	14	21	9	20	3	14	11	14	21	19	10	9
	16	14	15	22	13	25	31	17	16	18	24	28	14	12
	22	25	24	23	25	31	37	23	24	22	29	30	15	38
	28	27	39	32	31	32	39	32	25	30	33	32	16	41
	38	36	41	34	36	37	47	34	35	34	36	34	27	42
	40	43	43	37	51	38	51	39	48	52	37	37	29	45
	44	45	56	46	53	44	54	40	54	57	44	47	43	59
					61	51	57	59	62	62	59	54	53	62
											66	68	67	67
CLASS SIZE	71	72	73	74	75	76	77	78	79	80	81	82	83	84
RANDOM	1	2	17	5	8	4	5	1	6	7	7	7	1	3
NUMBERS	4	7	26	7	24	10	13	11	10	15	9	8	20	13
	7	17	30	13	29	12	28	13	13	22	12	11	22	36
	11	21	31	18	36	22	32	14	14	27	13	22	24	42
	17	34	40	22	43	24	34	19	19	41	34	25	30	43
	32	35	43	26	44	26	40	31	33	63	39	36	37	44
	39	41	46	31	52	49	47	39	36	64	41	39	56	45
	44	49	48	34	59	61	55	40	64	65	42	55	60	57
	49	57	63	47	63	71	56	54	75	69	62	57	62	59
	62	62	64	71	68	72	60	58	76	79	69	74	66	60
				73	69	75	66	61	77	80	71	79	80	75
											72	80	81	84

PAGE 9

Directions for completing **ESEA TITLE I ANNUAL EVALUATION–SECTION II (TEST CHARTS)**

TABLE OF RANDOM STUDENT NUMBERS USED IN STEP 1 OF STANDARDIZED TEST SCORE REPORTING–READING, MATH.

CLASS SIZE	85	86	87	88	89	90	91	92	93	94	95	96	97	98
RANDOM	13	2	16	1	3	4	15	3	1	1	3	13	1	6
NUMBERS	22	15	18	10	12	8	16	14	2	5	6	18	3	13
	28	20	22	25	16	10	26	24	4	12	14	22	10	15
	30	22	28	26	19	18	33	25	9	27	17	25	12	30
	33	25	30	28	22	21	34	27	13	38	18	28	19	37
	36	30	35	29	34	26	38	32	18	46	27	36	27	41
	44	34	39	41	36	39	42	38	21	48	39	37	46	47
	48	47	55	62	41	44	48	44	28	58	47	41	47	48
	55	53	59	65	49	63	49	48	30	61	59	42	54	62
	63	60	63	68	64	70	52	50	34	64	66	43	61	71
	66	68	67	71	75	75	70	65	52	83	74	44	73	80
	74	80	70	72	80	86	77	72	81	84	83	46	77	84
			87	85	85	87	88	80	91	87	93	49	89	86
										94	95	50	90	97

CLASS SIZE	99	100	101	102	103	104	105	106	107	108	109	110	111	112
RANDOM	2	4	1	2	3	7	2	15	10	2	5	2	7	14
NUMBERS	7	18	13	15	16	10	7	19	14	3	6	19	10	19
	8	23	17	16	17	12	10	32	16	8	7	40	17	21
	16	25	31	25	24	14	12	38	19	18	10	46	29	29
	24	36	33	35	34	17	23	47	22	24	13	55	35	35
	40	42	38	46	43	22	26	50	27	38	14	60	37	63
	46	49	50	63	44	62	44	51	38	39	18	73	41	68
	57	60	63	73	46	69	55	64	55	41	34	75	42	70
	59	64	76	76	53	72	58	74	61	45	39	76	48	77
	63	68	77	78	55	84	61	75	71	50	47	78	50	84
	76	72	78	79	58	86	64	76	72	57	52	80	52	90
	86	74	84	82	66	87	69	77	73	61	66	90	62	91
	89	92	85	83	67	92	73	89	74	77	83	91	64	94
	94	96	94	84	70	93	83	91	78	81	96	104	78	97
			96	95	97	99	94	98	79	93	97	107	86	99
									101	104	101	110	103	110

CLASS SIZE	113	114	115	116	117	118	119	120	121	122	123	124	125	126
RANDOM	8	19	1	1	2	7	3	1	17	1	4	1	2	13
NUMBERS	12	29	2	2	18	11	5	2	22	15	13	3	13	16
	16	35	11	9	31	12	6	6	29	19	18	5	15	19
	20	36	22	11	35	16	10	12	33	24	26	15	21	28
	42	39	29	17	43	20	13	14	37	27	35	17	25	45
	54	46	35	27	60	26	16	18	63	37	39	19	40	47
	57	54	40	28	69	42	25	33	69	54	40	23	41	48
	61	70	57	31	75	44	28	37	77	56	52	25	54	55
	64	75	61	50	76	52	39	48	79	66	57	46	55	59
	71	76	71	52	84	65	44	55	81	69	58	54	77	68
	77	84	73	61	86	67	71	70	89	70	60	58	83	69
	83	93	76	63	88	74	86	71	91	80	73	59	86	94
	86	96	94	64	89	86	89	80	100	84	83	68	89	99
	98	99	104	80	96	100	92	93	104	86	84	72	104	112
	105	100	109	87	100	110	102	104	105	102	96	94	111	113
	112	105	112	89	103	116	111	116	110	106	106	95	114	117
		112	113	111	112	117	119	120	113	115	111	98	119	119
									114	118	116	118	125	121

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I–ESEA, STANDARDIZED TEST SCORE REPORTING CHART 1–READING–SECTION II
PI-IS-ES-5 (Rev. 12-72)

INSTRUCTIONS: Please complete and return by **MAY 30,** to:

TITLE I–ESEA EVALUATION OFFICER
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 LANG DON STREET
MADISON, WISCONSIN 53702

CODE (cc 1) A	DISTRICT NO. (cc 4 7)	DISTRICT NAME

NAME OF PERSON COMPLETING FORM–LAST	FIRST	INITIAL	TELEPHONE AREA	EXCH.	NUMBER

1. HOW MANY STUDENTS WERE GIVEN SPECIAL HELP IN YOUR TITLE I READING PHASE? (BLANK = cc-2-3) (TYPE = cc-8) (1 = cc-9)

GRADE	1	2	3				7	8	9	10	11	12	TOTAL
CODE (cc 10-12)	(111)	(122)	(133)				(177)	(188)	(199)	(200)	(201)	(202)	(204)
ENROLLMENT (cc-13 16)													

2. READING ACHIEVEMENT (CODE A = cc-1) (BLANK = cc-2-3) (TYPE = cc-8) (2 = cc-9)

GRADE LEVEL OF STUDENT (1)	CODE OF TEST USED (2)	PRIOR RATE OF GROWTH (3)	FISCAL YEAR 1975 RATE OF GROWTH (4)	NUMBER OF YEARS IN TITLE I (5)
(cc 10 12)	(cc-13-14)	(cc-15-16)	(cc-17-18)	(cc-19-22)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I - ESEA, STANDARDIZED TEST SCORE
REPORTING CHART 2 - MATHEMATICS - SECTION II
PI IS ES 5 (Rev. 12-72)

INSTRUCTIONS: Please complete and return by **MAY 30**, to:

TITLE I - ESEA EVALUATION OFFICER
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WISCONSIN 53702

CODE (cc 1) 8	DISTRICT NO. (cc 4-7)	DISTRICT NAME

NAME OF PERSON COMPLETING FORM - LAST	FIRST	INITIAL	TELEPHONE AREA	EXCH.	NUMBER

1. HOW MANY STUDENTS WERE GIVEN SPECIAL HELP IN YOUR TITLE I MATHEMATICS PHASE? (Blank = cc-2-3) (Type = cc-8) (1 = cc-9)

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
CODE (cc 10-12)	(111)	(122)	(133)	(144)	(155)	(166)	(177)	(188)	(199)	(200)	(201)	(202)	(204)
ENROLLMENT (cc 13-16)													

2. MATHEMATICS ACHIEVEMENT (Code 8 = cc-1) (Type = cc-8) (2 = cc-9)

GRADE LEVEL OF STUDENT (1)	CODE OF TEST USED (2)	PRIOR RATE OF GROWTH (3)	FISCAL YEAR 1975 RATE OF GROWTH (4)	NUMBER OF YEARS IN TITLE I (5)
(cc 10-12)	(cc-13-14)	(cc-15-16)	(cc-17-18)	(cc-19-22)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE I–ESEA, STANDARDIZED TEST SCORE REPORTING CHART 3–READING–SECTION II
PI IS ES 5 (Rev. 10 73)

INSTRUCTIONS: Please complete and return by **JUNE 15**, to:

TITLE I–ESEA EVALUATION OFFICER
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WISCONSIN 53702

SURVEY OF 4th, 5th AND 6th GRADE TITLE I STUDENT READING ACHIEVEMENT

DIRECTIONS: IF YOU PROVIDE SPECIAL READING INSTRUCTION TO 4th, 5th, OR 6th GRADE **TITLE I STUDENTS** DURING THE FY 75 PROJECT YEAR, AND **IF YOU ALSO USED** ANY OF THE TESTS LISTED ON PAGE 7 **AT THE GRADE LEVELS INDICATED** TO EVALUATE THESE STUDENTS, PLEASE REPORT THE STUDENT'S **RAW SCORE** ON THE CHART BELOW. YOU NEED ONLY TO REPORT READING SCORES FOR A SAMPLE OF THE 4th, 5th AND 6th GRADE STUDENTS WHO WERE SERVED IN YOUR **TITLE I** READING PROGRAM. SEE **SECTION III, PAGE 1, STEP 1** FOR DIRECTIONS ON SELECTING SAMPLE STUDENTS. REPORT PRE-TEST SCORES FOR ONLY 5th AND 6th GRADE STUDENTS. **DO NOT REPORT PRE-TEST SCORES** FOR **4th GRADE** STUDENTS. BE SURE TO REPORT ONLY TEST SCORES WHICH CORRESPOND TO THE GRADE LEVEL AS INDICATED IN SECTION III, PAGE 7. FOR EXAMPLE, IF YOU ADMINISTERED THE CALIFORNIA ACHIEVEMENT TEST 1970 EDITION FORM A, LEVEL 3, READING COMPREHENSION TEST TO 6th GRADE STUDENTS, DO **NOT** REPORT IT BECAUSE THIS LEVEL OF THE TEST IS INDICATED FOR USE WITH ONLY 4th AND 5th GRADE STUDENTS. PLEASE ENTER STUDENTS RAW SCORE IN THE UNSHADED PORTION OF THE PRE- AND POST-TEST RAW SCORE COLUMNS, LEAVING THE SHADED PORTION VACANT FOR USE BY THE **TITLE I DPI OFFICE.**
(BLANK = cc 2-3) (TYPE = cc-8)

CODE (cc-1) C	DISTRICT NO. (cc-4-7)	DISTRICT NAME

1. HOW MANY 4th THROUGH 6th GRADE STUDENTS RECEIVED HELP IN YOUR TITLE I READING PHASE? (Code 1 = cc-9)

GRADE				4	5	6							TOTAL
(cc-10-12)				(144)	(155)	(166)							(204)
ENROLLMENT (cc 13-16)													

2.

PRE-TEST (Code 2 = cc-9)					POST-TEST				
STUDENT GRADE LEVEL	TEST CODE	RAW SCORE	DATE MO.	DATE YR.	STUDENT GRADE LEVEL	TEST CODE	RAW SCORE	DATE MO.	DATE YR.
(cc-10-12)	(cc-13-14)	(cc-15-17)	(18-19)	(20-21)	(cc-22-24)	(cc-25-26)	(cc-27-29)	(30-31)	(32-33)

SECTION II–STANDARDIZED TEST SCORE REPORTING CHARTS

TEST CODES FOR TITLE I ESEA STUDENT READING ACHIEVEMENT SURVEY–4th, 5th AND 6th GRADES

GRADE LEVEL	TEST TYPE		LEVEL	SKILLS TESTED	FORM	FORM
	TEST NAME	EDITION YR.			TEST CODES	
					A.	B.
4th OR 5th	CALIFORNIA ACHIEVEMENT TEST	1970	3	COMPREHENSION	01	46
4th OR 5th	CALIFORNIA ACHIEVEMENT TEST	1970	3	VOCABULARY	02	47
4th OR 5th	CALIFORNIA ACHIEVEMENT TEST	1970	3	TOTAL READING	03	48
6th	CALIFORNIA ACHIEVEMENT TEST	1970	4	COMPREHENSION	04	49
6th	CALIFORNIA ACHIEVEMENT TEST	1970	4	VOCABULARY	05	50
6th	CALIFORNIA ACHIEVEMENT TEST	1970	4	TOTAL READING	06	51
					Q.	R.
4th OR 5th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	2	COMPREHENSION	07	52
4th OR 5th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	2	VOCABULARY	08	53
4th OR 5th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	2	TOTAL READING	09	54
6th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	3	COMPREHENSION	10	55
6th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	3	VOCABULARY	11	56
6th	COMPREHENSIVE TEST OF BASIC SKILLS	1968	3	TOTAL READING	12	57
					1–M.	2–M.
4th, 5th, 6th	GATES-MAC GINITIE READING TEST	1965	D	COMPREHENSION	13	58
4th, 5th, 6th	GATES-MAC GINITIE READING TEST	1965	D	VOCABULARY	14	59
4th, 5th, 6th	GATES-MAC GINITIE READING TEST	1965	D	TOTAL READING	15	60
					5.	6.
4th	IOWA TEST OF BASIC SKILLS	1971	10	COMPREHENSION	16	61
4th	IOWA TEST OF BASIC SKILLS	1971	10	VOCABULARY	17	62
4th	IOWA TEST OF BASIC SKILLS	1971	10	TOTAL READING	18	63
5th	IOWA TEST OF BASIC SKILLS	1971	11	COMPREHENSION	19	64
5th	IOWA TEST OF BASIC SKILLS	1971	11	VOCABULARY	20	65
5th	IOWA TEST OF BASIC SKILLS	1971	11	TOTAL READING	21	66
6th	IOWA TEST OF BASIC SKILLS	1971	12	COMPREHENSION	22	67
6th	IOWA TEST OF BASIC SKILLS	1971	12	VOCABULARY	23	68
6th	IOWA TEST OF BASIC SKILLS	1971	12	TOTAL READING	24	69
					F.	G.
4th	METROPOLITAN ACHIEVEMENT TEST	1970	ELEM.	COMPREHENSION	25	70
4th	METROPOLITAN ACHIEVEMENT TEST	1970	ELEM.	VOCABULARY	26	71
4th	METROPOLITAN ACHIEVEMENT TEST	1970	ELEM.	TOTAL READING	27	72
5th OR 6th	METROPOLITAN ACHIEVEMENT TEST	1970	INTER.	COMPREHENSION	28	73
5th OR 6th	METROPOLITAN ACHIEVEMENT TEST	1970	INTER.	VOCABULARY	29	74
5th OR 6th	METROPOLITAN ACHIEVEMENT TEST	1970	INTER.	TOTAL READING	30	75
					A.	B.
4th, 5th, 6th	SEQUENTIAL TEST OF EDUC. PROG., STEP SERIES II	1969	4	COMPREHENSION	31	76
4th, 5th, 6th	SEQUENTIAL TEST OF EDUC. PROG., STEP SERIES II	1969	4	VOCABULARY	32	77
4th, 5th, 6th	SEQUENTIAL TEST OF EDUC. PROG., STEP SERIES II	1969	4	TOTAL READING	33	78
					E.	F.
4th OR 5th	SRA ACHIEVEMENT SERIES	1971	Blue Ed.	COMPREHENSION	34	79
4th OR 5th	SRA ACHIEVEMENT SERIES	1971	Blue Ed.	VOCABULARY	35	80
4th OR 5th	SRA ACHIEVEMENT SERIES	1971	Blue Ed.	TOTAL READING	36	81
6th	SRA ACHIEVEMENT SERIES	1971	Green Ed.	COMPREHENSION	37	82
6th	SRA ACHIEVEMENT SERIES	1971	Green Ed.	VOCABULARY	38	83
6th	SRA ACHIEVEMENT SERIES	1971	Green Ed.	TOTAL READING	39	84
					W.	X.
4th	STANFORD ACHIEVEMENT TEST	1964	INTER I	COMPREHENSION	40	85
4th	STANFORD ACHIEVEMENT TEST	1964	INTER I	VOCABULARY	41	86
4th	STANFORD ACHIEVEMENT TEST	1964	INTER I	TOTAL READING	42	87
5th OR 6th	STANFORD ACHIEVEMENT TEST	1964	INTER II	COMPREHENSION	43	88
5th OR 6th	STANFORD ACHIEVEMENT TEST	1964	INTER II	VOCABULARY	44	89
5th OR 6th	STANFORD ACHIEVEMENT TEST	1964	INTER II	TOTAL READING	45	90

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TITLE–ESEA, ANNUAL EVALUATION OF
SECTION III–NARRATIVE
PI IS ES 5 (Rev. 10-74)

INSTRUCTIONS:

Return all evaluations to:

TITLE I–ESEA EVALUATION OFFICER
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WISCONSIN 53702

PAGE 1.

DIRECTIONS: TO COMPLETE YOUR **TITLE I NARRATIVE EVALUATION REPORT** FOR THE CURRENT ESEA PROJECT REFER TO PAGES 6 AND 7 OF YOUR **ESEA TITLE I PROJECT NARRATIVE**. FOR EACH OF THE BEHAVIORAL OBJECTIVES LISTED ON PAGE 7 OF YOUR **PROGRAM NARRATIVE** ANSWER ITEMS A THROUGH I.

OBJECTIVE NUMBER	DISTRICT NAME	WHEN WAS THIS OBJECTIVE OFFERED (CHECK ONE)
		☐ Regular Yr. ☐ Summer ☐ Both Regular and Summer

A. BEHAVIORAL OBJECTIVE (NUMBER OF STUDENTS AND GRADE LEVEL)

1. **POPULATION**: Identify the number of students, the grade span of students, and the criteria used to select students for this objective. **NOTE**: Listing the people who refer students, or the name of tests used to select students shows the source of information, but it does not describe the criteria used. To describe the criteria when referrals are used, state (in observable terms) the reasons why students were referred: i.e., "10 fourth grade children who could not sound out words" etc. to describe the criteria where a test was used, indicate the score or range of scores used to select students, i.e. "20 fourth and third grade children who were more than 1 grade equivelant below local norms on the SRA achievement test–total reading" etc.

NUMBER	GRADE SPAN	CRITERIA

2. **CONTENT**: Briefly describe the main activities, services or techniques used to achieve this objective.

3. **AMOUNT OF GROWTH EXPECTED**: Describe in observable terms. **NOTE**: You are asked to indicate the amount of growth expected. To answer this by saying "students will improve" does **NOT** indicate the amount of growth expected, it merely indicates the **DIRECTION** of change expected. Please indicate the **AMOUNT OF GROWTH** expected.

4. **EVALUATION INSTRUMENTS**: List the instruments and sources of information used to evaluate change in students.

B. PROCESS EVALUATION: Did any information on students' performance during the year lead you to modify the original objective? If so, what?

C. **MONITORING**: Were staff roles, equipment, instructional techniques, and organization of services implemented as originally planned? If not, explain.

D. **SUMMARY OF EVALUATION FINDINGS** Summarize your evaluation findings. **IF** you used rating scales, attitude surveys, or other locally devised instruments, **INCLUDE 1 SUMMARY COPY OF THE INSTRUMENT WITH A TABULATION** of the responses obtained **PRE** and **POST**, or **POST ONLY** depending on how it was used. Be sure to account for each of the instruments listed in **ITEM A-4.** If an instrument listed in **ITEM A-4** was not used, please indicate why it wasn't used. After you have summarized your evaluation findings, comment on the **SIGNIFICANCE** of any changes noted in students' behavior in light of **SECTION A-3.**

E. How many students achieved the amount of growth specified in **ITEM A-3 (PAGE 14)**–number

F. **RECOMMENDATIONS**: Considering the information reported here, what recommendations have you made, or should be made, for future projects? Should this project be offered again in the future? Identify recommendations that were made by your Title I parent advisory council.

G. **INSERVICE TRAINING**: Briefly describe the major areas covered in the inservice training for this objective. Include outside resources, visitation to other schools and special materials used.

H. **WAS THE INSERVICE TRAINING EFFECTIVE?**

☐ Yes ☐ No – If **NO** explain.

I. **INVOLVEMENT**: How were parents of Title I children involved in implementing this objective?

DIRECTIONS:

SECTION I

After you have identified the target schools in your district, the next step of project planning will be an assessment of the needs of public and non-public educationally disadvantaged children in those target areas. Since "educationally disadvantaged" children are "those children who have the greatest need for special assistance in order that their level of academic achievement may be raised to that expected on the basis of age", educationally disadvantaged children can be identified on the basis of less than expected educational achievement. Section I of this report asks you to indicate the procedures which you selected in order to identify the educationally disadvantaged children in your school district. Both the curriculum areas of reading and mathematics should be considered in the process of identifying educationally disadvantaged children. If you wish to also report on any other academic areas to identify the number of educationally disadvantaged children in your school district, please do so, reporting this information in the same format as that used for reporting on the identification of educationally disadvantaged children in the areas of reading and mathematics.

SECTION II

Once you have identified a population of educationally disadvantaged children, you are then asked to use Section II of this report to provide an analysis of the affective, cognitive and psychomotor needs of the educationally disadvantaged children in the grade levels to be served in your project. Since the analysis of needs in Section II of this report will serve as the basis for planning your Title I program, the analysis of needs should be done in sufficient detail to be of use in planning the project. Thus in Section II of the report, instead of reporting global information such as the fact that students are "below grade level" in reading, you will be able to go into more depth, reporting whether students have difficulty with specific reading skills such as vocabulary, word attack skills, letter recognition skills, etc. In order to provide this type of in-depth information, you will have to contact the instructional and supportive staff who work with the educationally disadvantaged children you have identified.

You may find that you are able to identify a large number of educationally disadvantaged children in your school district. Since preparing an in-depth analysis of the needs of these children would not be feasible, you may elect to report on a sample of the educationally disadvantaged children in Section II. Should you elect to use a sample, please use at least a 10% sample of the number of educationally disadvantaged children who were identified in any of the grade levels you anticipate serving in your 1975 Title I project.

IDENTIFYING INFORMATION:

Return to: ESEA, Title I Office, Wis. Dept. of Public Instruction, 126 Langdon St. Madison 53702

NAME OF SCHOOL DISTRICT_____

NAME OF PUBLIC AND NONPUBLIC SCHOOLS INCLUDED IN THE NEEDS ASSESSMENT SURVEY:
(Note: all public schools in the target area and non-public schools having children residing in the target area should be included in the needs assessment.)

Section I: IDENTIFICATION OF EDUCATIONALLY DISADVANTAGED CHILDREN IN TARGET AREAS - MATHEMATICS

1. What instrument was used at each grade level to identify educationally disadvantaged children in the area of Mathematics Skills? (If you used a published test, give name and publisher. If you used a locally developed test, attach a copy to this report.)

Grade Level	Instrument Used to Identify Educationally Disadvantaged Children(1)	
	Public School Children	Non-Public School Children
Pre-school		
K		
1	Example for Illustration: METRO-POLITAN ACHIEVEMENT TEST (HARCOURT, BRACE) Arithmetic Total	Example for Illustration: STANDFORD ACHIEVEMENT TEST - (HARCOURT, BRACE) Arithmetic Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Special Education		

2. At each grade levle, what was the amount of deviation from expected performance used to identify educationally disadvantaged children, and how many educationally disadvantaged children were identified?

Grade Level	Amount of Deviation from Expected(1) Performance Used to Identify Children		Number of Educationally (1) Disadvantaged Children Identified	
	Public School	Non-Public School	Public	Non-Public
Pre-School				
K				
1	Example for Illustration BELOW 4th Stanine (National)	Example for Illustration Below 4th Stanine(National)	80	40
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Special Ed.				
		TOTAL	_____	_____

(1) If there are no non-public schools in your district, mark "NA" in this column.

Section I: IDENTIFICATION OF EDUCATIONALLY DISADVANTAGED CHILDREN IN TARGET AREAS - READING SKILLS

1. What instrument was used at each grade level to identify educationally disadvantaged children in the area of Reading Skills? (If you used a published test give name and publisher. If you used a locally developed test, attach a copy to this report.)

Grade Level	Instrument used to Identify Educationally Disadvantaged Children (1)	
	Public School Children	Non-Public School Children
Pre-school		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Special Ed		

2. At each grade level, what was the amount of deviation from expected performance used to identify educationally disadvantaged children, and how many educationally disadvantaged children were identified?

Grade Level	Amount of Deviation from Expected(1) Performance Used to Identify Children		# of Children Identified as Educationally Disadvantaged(1)	
	Public School	Non-Public School	Public	Non-Public
Pre-School				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Special Ed.				
TOTAL				

(1) If there are no non-public schools in your district, mark "NA" in this column.

SECTION II: ANALYSIS OF NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN *

	EXAMPLE:				
1. Cognitive, affective or psychomotor skill assessed:	word knowledge				
2. # of ed. disadvantaged children surveyed:					
# public	30				
grade level(s)	1-2				
# non-public	20				
grade level(s)	1-2				
3. Instrument used to identify need:**					
public	Metropolitan Ach./ Wd.Kn.				
non-public	Iowa T.B.S. Vocabulary				
4. Amount of deviation from expected performance used to establish need:					
public	Below 50% Nat'l Norms				
non-public	Below 50% Nat'l Norms				
5. # of children identified with need:					
public	11				
non-public	10				
6. Date data collected:	Jan. 1974				
7. Priority rank: ***	6				

* Please attach additional sheets as necessary to include your analysis of the cognitive, affective and psychomotor needs of the educationally disadvantaged children surveyed in the grade levels to be served in your project.

** " The basis for assessing the needs of (non-public) children must be comparable, but not necessarily identical, to criteria used for public school children." TITLE I ESEA, Participation of Private School Children, DHEW Publication (OE) 72-62.

*** In priority ranking needs, consider both the incidence and severity of needs.

8. How were non-public school teachers, public school teachers, public and non-public school administrative staff, parent advisory council parent and nonparent members, school psychologists, guidance counselors, nurses, community representatives, special education personnel, and speech therapists involved in collecting and analyzing the information reported in Sections I and II of this report?

PI 1565 15 (Rev. 2-76)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

FY 19 ___

APPLICATION FOR GRANT–SECTION II
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
under Title I of Public Law 89-10 as amended

PROJECT REVIEW AND APPROVAL *(To be completed by State Educational Agency)*

1. STATE CODE	2. STATE PROJECT NO.	3. APPLICANT CODE NO.	4. APPLICANT PROJECT NO.	5. COUNTY CODE	6. CONG. DISTRICT	7. SMSA CLASS	8. TOTAL ALLOCATION $
							9. TOTAL AMOUNT REQUESTED $
SIGNATURE *(Authorized SEA Official)*			DATE APPROVED	FOR FISCAL YEAR ENDING June 30,			10. TOTAL AMOUNT APPROVED $

CERTIFICATION AND STATISTICAL DATA *(To be completed by applicant)*

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on _____, 19___. (This must be a current date, see instructions page 1)

NAME OF AGENCY *(Legal name of agency)*	NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
MAILING ADDRESS *(Street, City or Town)*	SIGNATURE

STATE	COUNTY	ZIP CODE NO.	TELEPHONE *(Area Code and No.)*	DATE SIGNED

NAME AND TITLE OF CONTACT PERSON	MAILING ADDRESS	TELEPHONE NO.

1. MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

A. FOR FY ENDING JUNE 30, 19___ $ _____

B. FOR FY ENDING JUNE 30, 19___ $ _____ ☐ Est. ☐ Actual

2. NUMBER OF SCHOOLS AND SCHOOL AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT *(Projected Fall Enrollment)*

RESIDENT CHILDREN			GRADE SPAN	TOTAL NUMBER OF SCHOOLS	TOTAL NUMBER OF RESIDENT CHILDREN
(1)			(2)	(3)	(4)
A. ENROLLED IN:					
1. PUBLIC SCHOOLS	a	In applicant's school district			
	b	In other school district (s)		XXXXXXXX	
2. PRIVATE SCHOOLS	a	In applicant's school district			
	b	In other school district (s)	XXXXXX	XXXXXXXX	
B. INSTITUTIONAL SCHOOLS FOR NEGLECTED OR DELINQUENT CHILDREN					
C. NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT *(Include dropouts only)*				XXXXXXXX	
D. TOTAL NUMBER OF SCHOOLS AND RESIDENT CHILDREN IN APPLICANT'S DISTRICT *(sum of 2A & B)*					

3. NUMBER OF CHILDREN *(included in Item 2C)* WHO COME FROM LOW-INCOME FAMILIES

4. CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

A. DISTRICT-WIDE PERCENTAGE *(Item 2D ÷ 2C, Col. 4)* _____ %

B. AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA *(Item 2D ÷ 2A-1-a, Col. 3)* _____

5. SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 2D *("X" as many as apply)*

A ☐ U.S. CENSUS BUREAU
B ☐ AID FOR DEPENDENT CHILDREN
C ☐ FREE SCHOOL LUNCH
D ☐ SCHOOL SURVEY
E ☐ HEALTH STATISTICS
F ☐ HOUSING STATISTICS
G ☐ EMPLOYMENT STATISTICS
H ☐ OTHER *(Specify)*:

BRIEF TITLE OF PROJECT

6. SCHOOL TERM TO BE COVERED BY THIS APPLICATION *("X" one)*
A ☐ REGULAR SCHOOL TERM ONLY B ☐ SUMMER TERM ONLY C ☐ REGULAR AND SUMMER TERMS

7. IS THIS A COOPERATIVE PROJECT? *("X" one)* A ☐ YES B ☐ NO
If "Yes", Submit "Certification for Cooperative Project, ESEA TITLE I-2" form with this Application

ESEA TITLE I APPLICATION FOR GRANT–SECTION II PI-IS-ES-15 (Rev. 2-76)

8 IDENTIFICATION OF CHILDREN IN YOUR DISTRICT (Attach additional sheets if extra space is needed)

A. PUBLIC SCHOOLS IN YOUR DISTRICT

Identifying Number	1. NAME OF PUBLIC SCHOOL (List in Rank Order Per Col. 4 or Col. 5) Name	Type (A, O or I)	Grade Span	2. TOTAL NO. OF CHILDREN ENROLLED IN EACH SCHOOL	NO. OF CHILDREN RESIDING IN ATTENDANCE AREAS (Include drop-outs, neglected and delinquents and children enrolled in non-public schools. These figures should include all children living in your district.) 3. Total	4. Low-Income	5. Percent (Col. 4 ÷ 3)	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1) 6. From Public Schools	7. From Non-Public Schools	8. Total (Cols. 6 + 7)	9 Number In Col. (8) From Outside Of Project Area
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
	TOTAL										

B. NON-PUBLIC SCHOOLS SERVING CHILDREN FROM YOUR SCHOOL DISTRICT

1. NAME ALL NON-PUBLIC SCHOOLS WHERE CHILDREN FROM DISTRICT ARE ENROLLED Name	Grade Span	2. Identify Public School By Number (A Col. 1)	3. Total Number Of Children Living In Your District Enrolled In Each School In Part B, Col. 1	4. No. Of Children Enrolled Who Live In Target Areas	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN PART A COLUMN (1) 5. Total	6. Number In Col. 4 From Outside Of Project Area
TOTAL						

NOTE: All figures should reconcile as indicated in instruction sheet.

B

PARTICIPANTS Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools for neglected and delinquent children report them in Col. 2 only.

"REG." = REGULAR SCHOOL TERM "SS" = SUMMER TERM ONLY

A ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

	GRADE LEVEL (1)	NO. ENROLLED IN INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILD (2)		NUMBER ENROLLED IN PUBLIC SCHOOLS (3)		NUMBER ENROLLED IN PRIVATE SCHOOLS (4)		TOTAL (Col. 2 + 3 and 4) (5)	
		REG	SS	REG	SS	REG	SS	REG	SS
1	Pre-Kindergarten						/		
2	Kindergarten								
3	Grade 1								
4	Grade 2								
5	Grade 3								
6	Grade 4								
7	Grade 5								
8	Grade 6								
9	Grade 7								
10	Grade 8								
11	Grade 9								
12	Grade 10								
13	Grade 11								
14	Grade 12								
15	TOTAL (Sum of 1 through 14):								

B ESTIMATED NUMBER OF DROPOUTS RECORDED UNDER ITEM 2B WHO ARE INCLUDED IN ITEM 9A ABOVE

C ESTIMATED NUMBER OF HANDICAPPED CHILDREN, INCLUDED IN ITEM 9A, WHO WILL PARTICIPATE IN YOUR TITLE I PROJECT. *(Report each child once by major handicap).*

MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL

D RESIDENT CHILDREN BY ETHNIC GROUPS

Estimated number of resident children who will participate in Title I Activities by ethnic groups

WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	TOTAL (Same as Item 8A–Col. 8

PLISES 15 (Rev. 2-76)

10 INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES TO BE FUNDED UNDER TITLE I, NO. OF CHILDREN AND ESTIMATED COST -

Note: If Title I activities cover both regular and summer terms, a separate item 10, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☐ REGULAR SCHOOL TERM B ☐ SUMMER TERM ONLY

A INSTRUCTIONAL ACTIVITIES

	INSTRUCTIONAL ACTIVITIES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL AND SERVICE ACTIVITIES LISTED IN COL. (1)						ESTIMATED COST OF EACH INSTRUCTIONAL ACTIVITY (ROUNDED TO NEAREST DOLLAR) (See Instructions)
		PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 5)	NO. IN COL. 6 FROM INSTITUTIONS FOR NEG. OR DEL. CHILDREN	
		GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	ART							
2	BUSINESS EDUCATION							
3	CULTURAL ENRICHMENT							
4	ENGLISH - READING							
5	ENGLISH - SPEECH							
6	ENGLISH - OTHER LANGUAGE ARTS							
7	ENGLISH - 2ND LANGUAGE							
8	FOREIGN LANGUAGE							
9	HOME ECONOMICS							
10	INDUSTRIAL ARTS							
11	MATHEMATICS							
12	MUSIC							
13	PHYS. ED./RECREATION							
14	NATURAL SCIENCE							
15	SOCIAL SCIENCE							
16	OTHER VOCATIONAL EDUCATION							
17	SPECIAL ACTIVITIES FOR HANDICAPPED							
18	PRE-K & KINDERGARTEN	XXXX	XXXX	XXXX	XXXX			
19	OTHER INSTRUCTIONAL ACTIVITIES (SPECIFY):							
20	TOTAL ESTIMATED COST FOR INSTRUCTIONAL ACTIVITIES (SUM OF LINES 10A-1 THRU 19) →							$

B SUPPORTIVE SERVICES

	SUPPORTIVE SERVICES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN SERVICES							ESTIMATED COST OF EACH SERVICE ACTIVITY (ROUNDED TO NEAREST DOLLAR)
		PRE-K AND K (PUB. & PRI.)	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 6)	NO. IN COL. 7 FROM INSTITUTIONS FOR NEG. OR DEL. CHILDREN	
			GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	ATTENDANCE								
2	CLOTHING								
3	FOOD								
4	GUIDANCE COUNSELING								
5	HEALTH - DENTAL								
6	HEALTH - MEDICAL								
7	LIBRARY								
8	PSYCHOLOGICAL								
9	SOCIAL WORK								
10	SPEECH THERAPY								
11	TRANSPORTATION								
12	SPECIAL SERVICES FOR HANDICAP.								
13	OTHER SERVICES (SPECIFY):								
14	TOTAL ESTIMATED COST FOR SERVICE ACTIVITIES (SUM OF LINES 10B-1 THRU 13) →								$
C	TOTAL ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF MEMBERS →								$
D	TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS →								$
E	TOTAL ESTIMATED COST FOR ALL INSTRUCTIONAL AND SERVICE ACTIVITIES (SUM OF A-20, B-14, C, and D) → *								$

*Total should not be more than your total budget.

142

APPENDIX II

BASIC STATE STATISTICS 1965-1975

Statistic	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Amount of Funds [a] Allocated to LEAs										
Part A	18,058,203	14,357,585	14,357,585	13,208,978	15,520,746	15,748,581	16,546,374	19,402,623	18,709,456	24,647,752
Part B						310,421	585,239	923,883	1,513,569	1,144,005
Part C						77,490	138,766	213,761	347,759	516,448
Total	18,058,203	14,357,585	14,357,585	13,208,978	15,520,746	16,136,492	17,270,379	20,540,267	20,570,784	26,308,205
Number of Title I [b] Projects	603	416	396	364	332	300	239	213	196[d]	171[d]
Number of LEA's [c] Participating	425	444	425	410	401	396	390	385	375	378
% of LEAs Participating	68.9%	83.4%	87.3%	88.2%	88.1%	87.6%	87.8%	87.3%	86.0%	86.9%
Number of Cooperative Projects	9	10	11	13	12	15	19	20	15	14
# CESA Based Cooperative Projects	1	0	0	1	4	6	12	13	13	13
Number of Students										
Public	61,552	81,275	74,789	68,985	58,554	53,098	53,123	51,304	42,705	50,217
Non-Public	12,923	14,799	9,869	5,273	3,547	4,757	4,051	3,495	2,734	2,920
Total	74,475	96,074	84,657	74,258	62,101	57,855	57,174	54,799	45,439	53,137
Staff										
Teachers	Not Available	3,079	3,184	3,143	2,665	2,633	2,262	1,981	1,871	2,131
Teacher Aides		539	1,201	1,143	1,328	1,620	1,612	1,608	1,694	1,827
Other Staff		1,866	1,958	1,939	1,783	1,786	1,618	1,821	1,246	1,019
Total		5,484	6,343	6,225	5,776	6,039	5,492	5,410	4,811	4,977

[a] Monies which LEAs were entitled to receive (and did receive) based on the number of AFDC, low income, neglected and delinquent, and foster children in each of the counties.

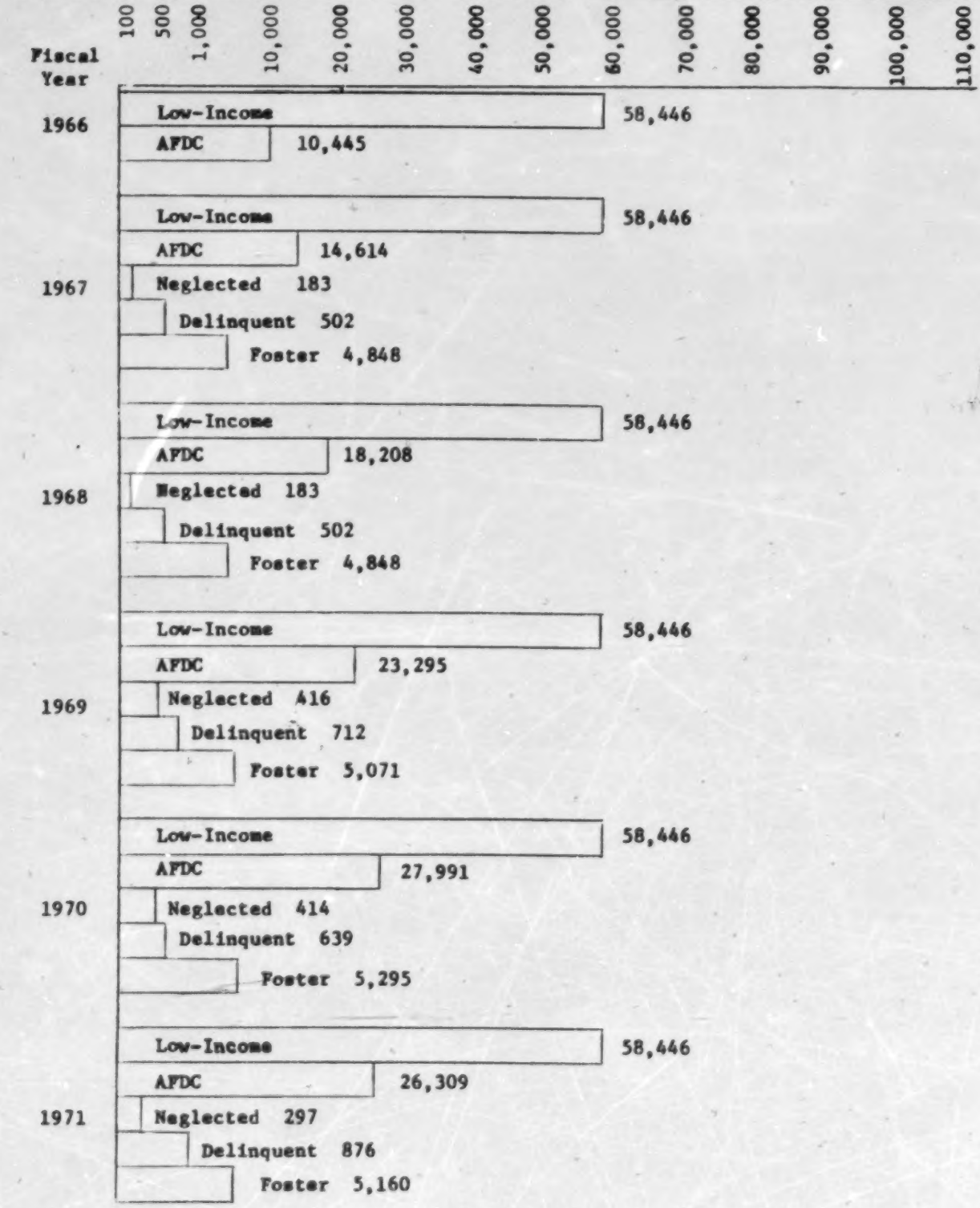
[b] The large number of projects in 1965 is due to the fact that each instructional or service activity offered in a program was counted as a separate project. In remaining years all Title I funded activities offered by a district were considered part of one program.

[c] The decrease in the number of LEA's participating is most likely explained by the consolidation of school districts. In 1966 there were 574 school districts in Wisconsin, by 1975 there were only 435 school districts.

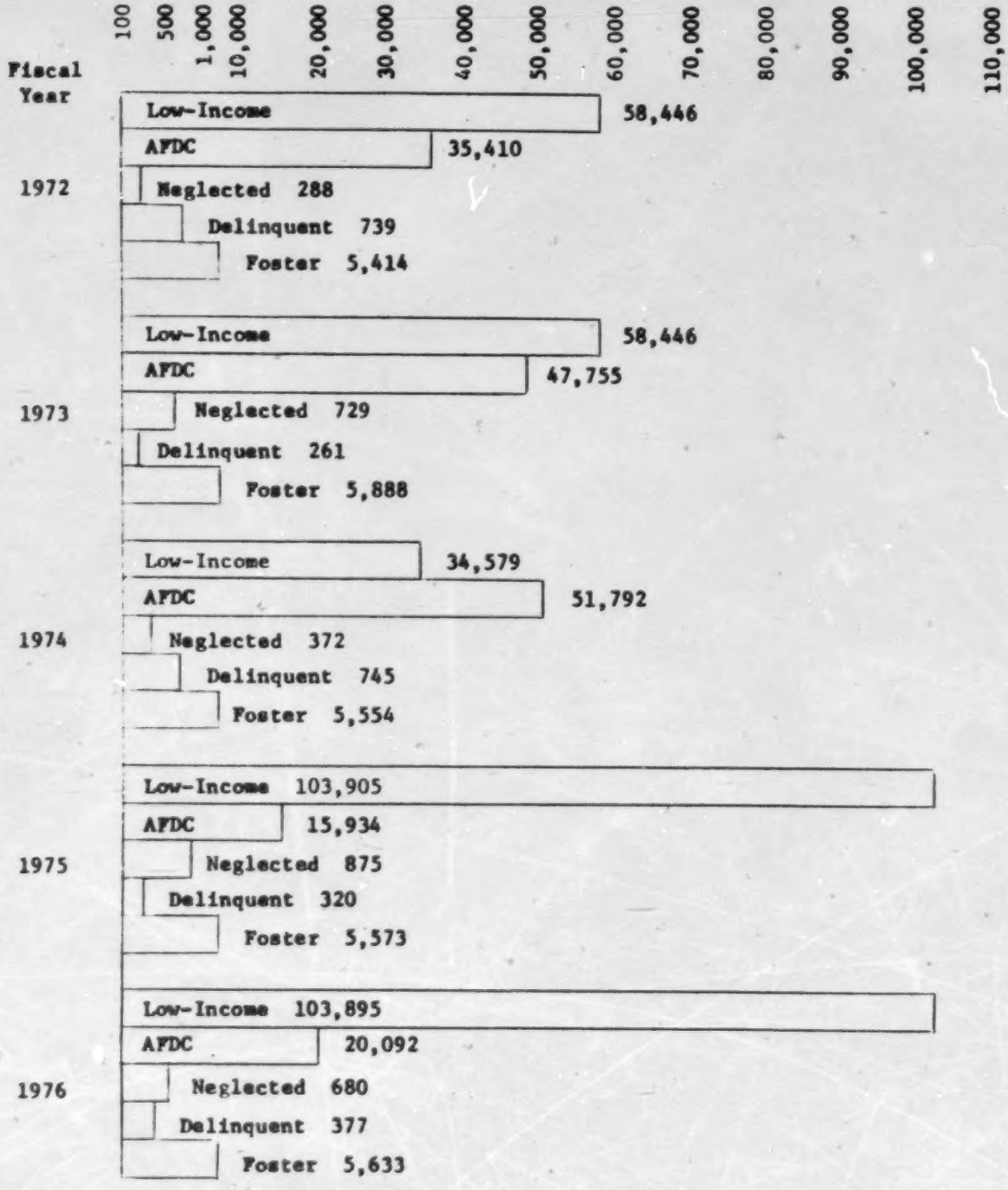
[d] Districts in the CESA 18 service coop and 4 school coop are counted as independent projects.

APPENDIX III

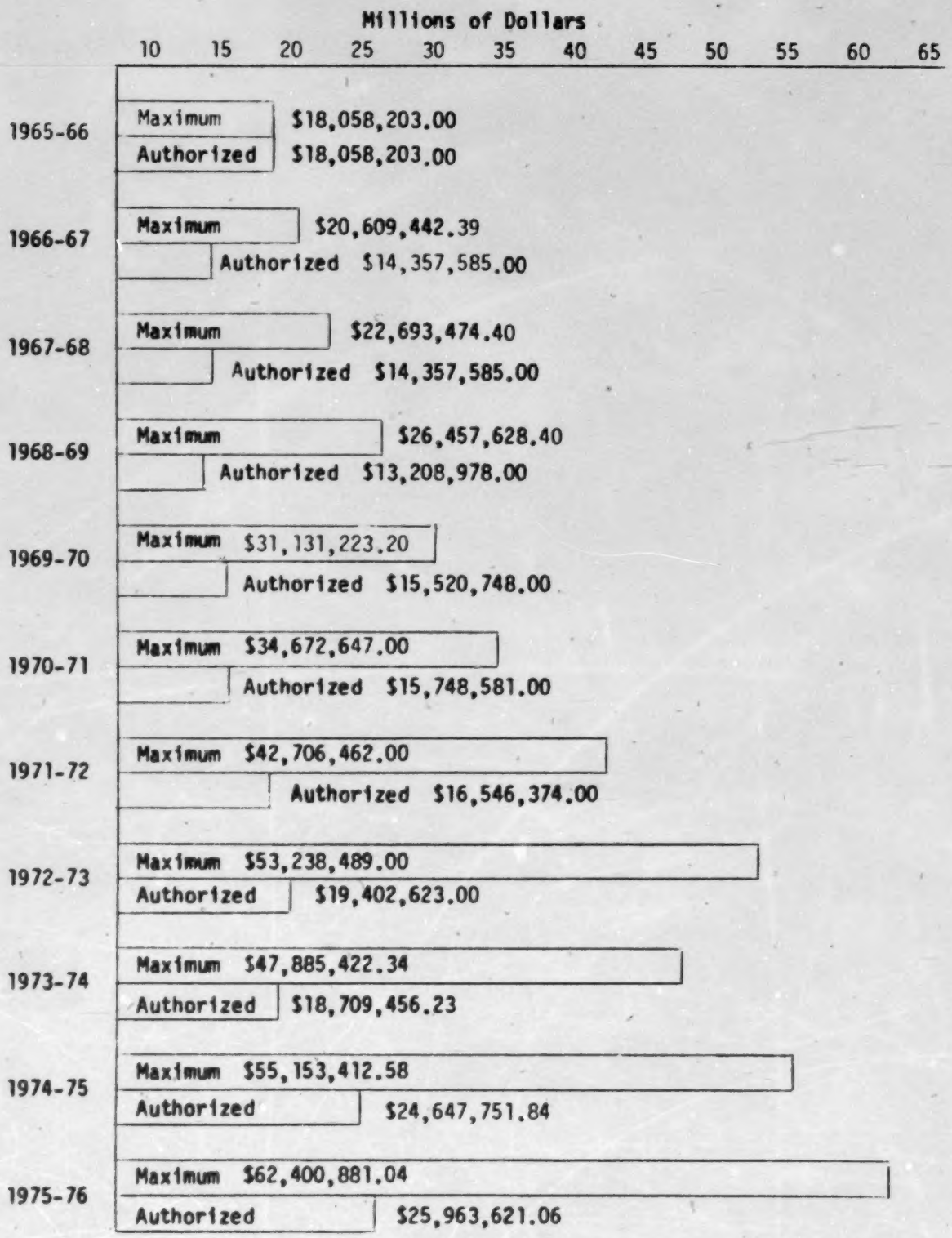
TITLE I ALLOCATION FACTORS
NUMBER OF CHILDREN COUNTED FOR WISCONSIN TITLE I ALLOCATIONS
FISCAL YEARS 1966-1976 INCLUSIVE



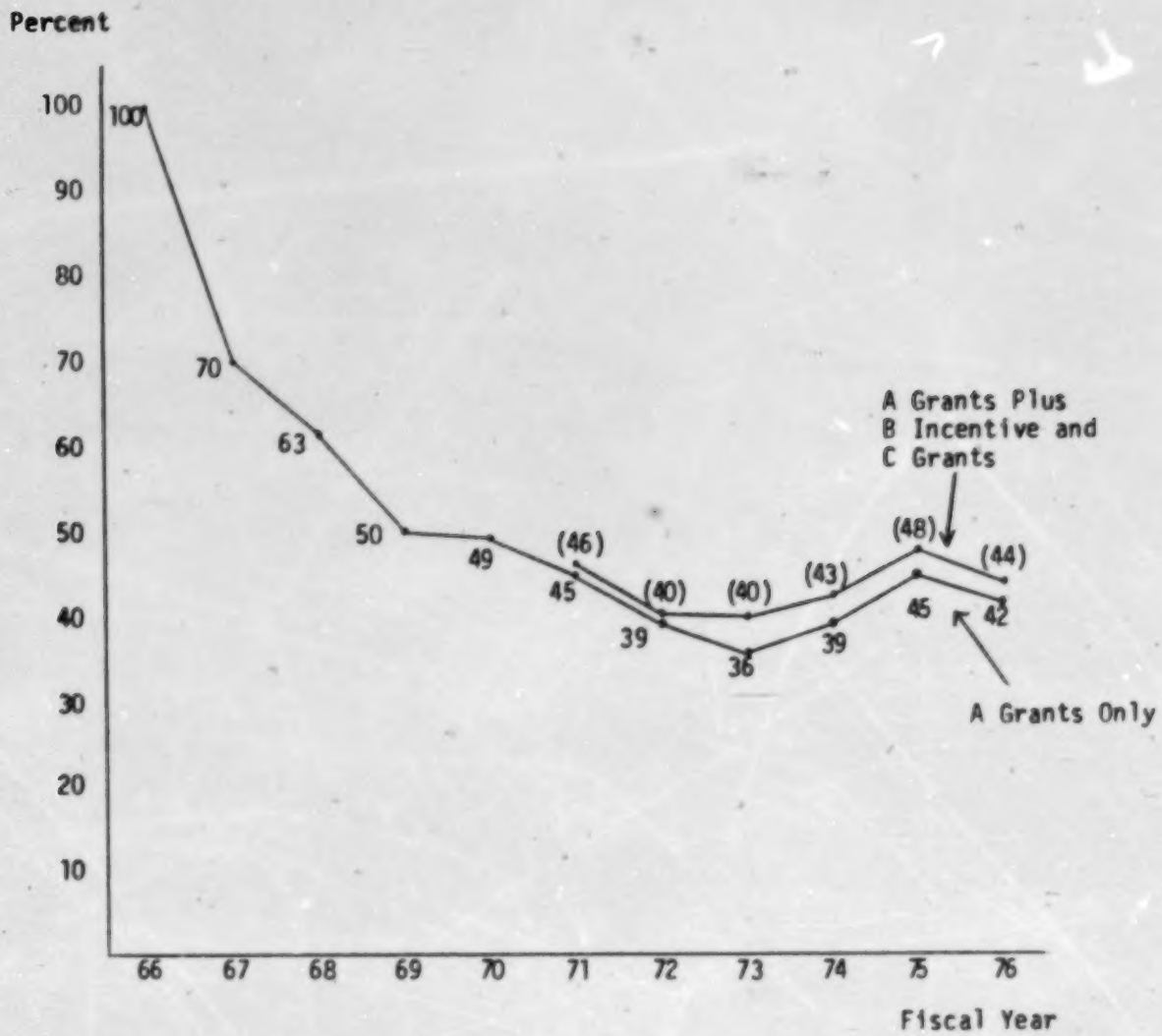
NUMBER OF CHILDREN COUNTED FOR WISCONSIN ALLOCATIONS (CONTINUED)



MAXIMUM AND AUTHORIZED PART A GRANTS TO WISCONSIN SCHOOL DISTRICTS FISCAL YEARS 1966-1976 INCLUSIVE



PERCENTAGE OF MAXIMUM ALLOCATION AUTHORIZED FOR
WISCONSIN SCHOOL DISTRICTS FISCAL
YEARS 1966-1976 INCLUSIVE



APPENDIX IV

INFORMATION ON PRIOR RATE AND SAMPLE

Explanation of Prior Rate Index

In calculating the prior rate index, the number of years the student had been in school since first grade, rather than the total number of years the student had been in school, was used to avoid having to work with different expected prior rates for children who had or had not attended pre-school and/or kindergarten. This also yielded a prior rate expectancy index of .10 which was the same as that for the project rate.

The divisor of the prior rate index was obtained by multiplying the number of years a child had been in school since first grade by 10 so that an expected score on the prior rate index (.10) would be equivalent to that expected on the project rate (.10) index.

The numerator of the prior rate index was obtained by subtracting 1.0 from the child's pre test score so that children who were at an expected pre test grade equivalent in different grade levels would all have the same expected prior rate index score. If 1 were not subtracted from the pre test grade equivalent scores, the expected rate scores would vary by grade level.

Grade	Expected Grade Equivalent At Pre Test	Expected Prior Rate	
		Expected Pre Test ÷ (# Years (10))	(Expected Pre Test - 1.0) ÷ (# Years (10))
1	2.0	.20	.10
2	3.0	.15	.10
3	4.0	.13	.10

Sample Adequacy

To determine if the sample size was adequate, the formula $n = \frac{K^2NV^2}{ND^2 + K^2V^2}$ where K=1 and V=1 was used. (From Hanson, H. Morris; Hurwitz, William N.; and Madow, William G.; Sample Survey Methods and Theory Volume I, New York, John Wiley and Sons, Page 127, Formula (11.2).

The coeficient of variation (V) was set at 1 and this proved to be a good estimate since the largest coeficient of variation observed in any of the samples was 1.1.

On the basis of this formula, it was decided not to analyze 11th-12th grade prior and project rate scores, 5th grade total reading scores or, 9th-12th grade mathematics student scores. For these groupings, the sample size n was less than $n = \frac{N}{N\ (.04) + 1}$ where n = the total population size.

The sample size was further checked by the use of Tchebychev's inequality relationship. This showed that, except in the cases previously mentioned, the sample size was adequate to be 90% confident that the sample values would be within .1-.3 standard deviations of the population mean. The formula used here was $\frac{Z\alpha}{\sqrt{N}}$ where n = the sample size. (From Gottman, John M.; and Clasen, Robert E.; Evaluation In Education, A Practitioners Guide, Itasca, Illinois, F.E. Peacock Publishers, 1972, Page 349.